The Dissertation Committee for Dorothy Jeanne Wall Certifies that this is the approved version of the following dissertation:

Power and Caring Embodied through Bilingual Preservice Teachers' Choice of Participant Structures

Committee:

Deborah K. Palmer, Supervisor

Haydeé M. Rodríguez

Rebecca M. Callahan

Ramón A. Martínez

Martha Menchaca

Power and Caring Embodied through Bilingual Preservice Teachers' Choice of Participant Structures

by

Dorothy Jeanne Wall, B.S.; M.A.

Dissertation

Presented to the Faculty of the Graduate School of

The University of Texas at Austin

in Partial Fulfillment

of the Requirements

for the Degree of

Doctor of Philosophy

The University of Texas at Austin

May 2016

Dedication

I dedicate this dissertation to my parents, Marilyn and Frank Wall. Thank you for always supporting me with my endeavors, and for instilling in me a love for learning and a great respect for teachers.

I would also like to dedicate this dissertation to the Zapien family. The friendship between our families has shaped me in deep ways. Gracias a la Señora Guadalupe y el Señor José por darme la bienvenida a su familia desde que tenía cinco años, y más que todo a su hija Chelo. I am so grateful for our friendship, amiga.

Acknowledgements

I would like to acknowledge the seven *maestr@s* who generously agreed to collaborate in this project during their student teaching. Thank you for being open to this experience during what is an intense and vulnerable time, and for sharing your stories with me. Les aprecio muchísimo.

I am fortunate to have had several mentors along this doctoral journey. Thank you to my committee members: Drs. Deb Palmer, Haydeé Rodríguez, Rebecca Callahan, Ramón Martínez, and Martha Menchaca for your unrelenting support. Deb, you deeply shaped me in who I am as a researcher and I am so grateful for this. I could not have asked for a better mentor. Ramón, you firmly ingrained in my memory the importance of considering the students and their agency in my work, no matter the focus. Dr. Menchaca, your expertise led me to center my participants' voices in this project through using life histories. Rebecca, thank you for giving me that initial push to make lemonade from lemons and conduct what became the pilot study for this project. Dra. Rodríguez, in addition to providing me with helpful insights throughout this project, I learned so much from you about the importance of forming caring relationships with the bilingual preservice teachers. Eres la experta.

Lucia Cárdenas, mi compañera de nuestro cohort of two, thank you for your friendship and for always being so generous with your time and your expertise. Suzanne Garcia Mateus, I am so happy that you came back from Ecuador so that we could finish our last year together and form a wonderful friendship. Katy Henderson, thank you for pulling

me onto my first research project, and for apprenticing me through doctoral life yet always making me feel like a valuable contributor. I also would like to acknowledge a few of the others in a long line of caring mentors who have helped me arrive to where I am today: Patty Rowan, Roger Nelson, Kristin Murai, Dr. Peg Graham and Luis Calero, S.J.

Lastly, I would like to give a shout out to my brother Ben. Thank you for always taking an interest in my life and for making me feel like a cool older sister!

Power and Caring Embodied through Bilingual Preservice Teachers' Choice of Participant Structures

Dorothy Jeanne Wall, Ph.D.

The University of Texas at Austin, 2016

Supervisor: Deborah K. Palmer

Power and Caring Embodied through Bilingual Preservice Teachers' Choice of Participant Structures is a qualitative multicase study about the ways in which three Mexican-origin preservice teachers drew from their pedagogical philosophies of authentic cariño to make sense of their choice of participant structures in bilingual student teaching contexts. This dissertation project drew from a larger study investigating seven Latin@ preservice teachers' choice of participant structures in one-way and two-way dual language pre-kinder and kindergarten classrooms from the same bilingual education cohort at a large public Texas university in a medium-sized city. Guided by a critical framework that weaves together sociocultural literature on multilingual learning environments, LatCrit theory, and pedagogy as authentic cariño viewed through a lens of power as caring relations, the goals of this project were two-fold: 1) to explore the types of participant structures that bilingual preservice teachers were implementing during their student teaching semester and 2) to investigate their sensemaking process around those decisions of which participant structures to implement.

Findings revealed that the three *maestr@s* implemented a variety of participant structures in their one-way dual language student teaching placements, and that they made sense of these choices guided by their pedagogical philosophies of authentic cariño that they had constructed through their life experiences. Additionally, their mentor teachers' choice of participant structures and degree of alignment with the *maestr@s'* philosophies, the supportive space of the post-observation conference, and the *maestr@s'* perceived competencies with classroom management intersected with the participant structures that they chose. These findings provide a more nuanced understanding of the complexity of factors that bilingual preservice teachers consider when selecting the ways that their students may actively participate during a lesson, but also that their identities, past experiences, and pedagogical philosophies really do matter. This work has important implications for teacher preparation in bilingual and ESL contexts, teaching, and policy in supporting the use of empowering participant structures for emergent bilingual students.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction

"What if the mightiest word is love?
Love beyond marital, filial, national,
love that casts a widening pool of light."
-Elizabeth Alexander

In poet Elizabeth Alexander's words during Barack Obama's presidential inauguration, what if the mightiest word is love? What if love has the power to incite the use of more empowering pedagogy among our bilingual teachers candidates, even during student teaching, a time when the space is not yet their own? The bilingual preservice teachers Adriana, Carla, and Sergio embody this love, or authentic cariño (Bartolomé, 2008; Noddings, 1992; Valenzuela, 1999), for their students in the classroom through their choice of participant structures.

Guided by a framework of power as caring relations (Bloome, Carter, Christian & Otto, 2005), LatCrit theory (Solórzano & Delgado Bernal, 2001), and sociocultural literature on multilingual learning contexts (García and Sylvan, 2011; Gutiérrez, Morales & Martínez, 2009), I used a multicase study approach to explore the factors that influence the use of learner-centered participant structures by three Mexican-origin bilingual preservice teachers with their students. Participant structures that encourage student-centered learning support better learning outcomes for emergent bilingual students. Student-centered pedagogy creates spaces where students from diverse cultural and linguistic backgrounds can connect home and community experiences to curriculum

(Ladson-Billings, 2009; Moll, Amanti, Neff & González, 2005). These spaces empower students to be constructors and possessors of knowledge.

Policy and practice decisions within teacher education can facilitate the development of learner-centered pedagogy. Some of these decisions include selecting mentor teachers who are strong models of learner-centered pedagogy, recruiting preservice teachers who reflect students' backgrounds, and opportunities in coursework to learn and practice strategies for both student-centered learning and accessing funds of knowledge (González, Moll & Amanti, 2005). We need a more empowering educational approach to narrow the opportunity gap (Da Silva, Huguley, Kakli & Rao, 2007; Flores, 2007) between rich and poor, many of whom are emergent bilingual Mexican-origin students. Latin@ students' push-out rates are two to three times higher than non-Latino whites (U.S. Department of Education, National Center for Education Statistics, 2006) and directly correlate with socioeconomic levels.

Research has demonstrated the benefits of bilingual education programs over English-only models for language minority students, where home language is used in the classroom in some form (Baker, 2006; Freeman & Freeman, 2001; López, McEneaney & Nieswandt, 2015; Umansky & Reardon, 2014). While additive bilingual education models such as dual language (Gómez, Freeman & Freeman, 2005; Collier & Thomas, 2004; Alanís, 2000; Christian, Howard & Loeb, 2000) provide a possible facilitative space for student-centered pedagogy, bilingual teachers and bilingual teacher preparation programs have a weighty task.

Bilingual preservice teacher preparation programs have the triple responsibility of

supporting these preservice teachers with all aspects of a general education program, teaching preservice teachers how to facilitate language development, and supporting students' multilingual and multicultural identities. Findings from this project provide important insight into how bilingual preservice teachers are making decisions about pedagogy in the classroom, and which factors influence these decisions so that we can better nurture their pedagogical growth.

THE STUDY

Research has established that learning is optimized when pedagogy incorporates a mixture of both student-centered and teacher-directed pedagogy and participant structures (Cazden, 2001; Tabak & Baumgartner, 2004; Wells & Mejia Arauz, 2009). However, in most U.S. K-12 classrooms today and in the past, the dominance of teacher-directed pedagogy is the norm (Cazden, 2001, Cuban, 1993; Ovando, Combs & Collier, 2006; Wells & Mejia Arauz, 2009). This study provides insight into how we can better promote a balance of both student-centered and teacher-directed instruction for novice teachers by asking which types of participant structures bilingual preservice teachers are implementing in their placements and what is their sense-making process in selecting particular participant structures so that we can better support them in developing empowering pedagogy.

To explore these questions, I engaged in a qualitative multicase study (Stake, 2006) with seven Latin@ bilingual preservice teachers placed in pre-kindergarten and kindergarten bilingual classrooms during their student

teaching semester in Spring 2015 in a medium-sized city in Texas to provide a collaborative in-depth look at these factors, both as individuals and across participants. As a doctoral student I had the privilege of working as a university facilitator, or student teaching supervisor, for the bilingual cohort. During those seven semesters of working in a range of elementary bilingual classrooms across a large school district I noticed a pattern related to participant structures, or the ways that students could interact verbally or physically during a lesson.

In my observations as facilitator in a range of bilingual contexts, I noticed that teacher-directed whole group instruction seemed to dominate lessons. This led to a pilot study, and ultimately to my dissertation project, examining Latin@ bilingual preservice teachers' choice of the participant structures in student teaching placements in pre-kindergarten and kindergarten bilingual contexts. Participants were in one-way dual language programs, more commonly known as developmental or maintenance bilingual education, where goals were to provide access to content through the home language of Spanish and to continue to develop the home language as students learned English (de Jong, 2011). The student teaching semester followed two semesters of intern placements and coursework where students had opportunities to critically reflect upon their life experiences and prior schooling.

The central goals of this project were to gain a deeper understanding of these factors and to support the process of participants' selection of more empowering pedagogy in my dual role as university facilitator and researcher. For my analysis, I focused upon three Mexican-origin participants from the larger pool of seven since

preliminary analysis revealed that all three articulated a sense of critical consciousness regarding the racism and lingüicism that they had faced in their own U.S. schooling experiences. Out of this critical consciousness, Adriana, Carla, and Sergio (pseudonyms) formulated a pedagogical philosophy of authentic cariño that guided their selection of participant structures in the student teaching classroom. Other factors that appeared to influence their choice of participant structure included their mentor teacher's pedagogy, interactions with the university facilitator, and participants' perceived competencies in classroom management.

BACKGROUND

The pedagogy that we are using in our bilingual classrooms has the potential to empower or disempower students, the majority of whom are Mexican-origin. The Mexican-origin population in the U.S. is unique among immigrant populations, and comprises a sizable portion of our overall and school populations. Seventeen percent of the U.S. population is classified as Latin@ or Hispanic, of which 64% are of Mexican background (U.S. Census, 2013). Additionally, one of nine K-12 students in the U.S. is labeled an English learner, 80% of whom are Spanish-speakers (Goldenberg, 2008). According to a large-scale longitudinal study of the children of immigrants in the U.S., "*Mexicanos* and their children are by far the largest 'minority' and are rapidly becoming the single largest ethnic group" in California and the Southwest (Portes & Rumbaut, 2001, p.279). This large and growing segment of the population continues to be underserved by our schools.

The Mexican-origin population in the U.S. is unique and deserving of special attention. Portes and Rumbaut (2001) cite three factors to support this claim. First, they are the product of an uninterrupted immigration flow lasting more than a century. Secondly, Mexicans come from the only less-developed country sharing a land border with the U.S., which facilitates labor recruitment with lower average wages for Mexican immigrants compared to other groups who come from even poorer more distant countries. Finally, because of their numbers, poverty, and visibility Mexican immigrants have been targets of repeated waves of nativist hostility throughout the twentieth century until present, or a negative context of reception. This uniqueness translates into an urgency to examine and understand Mexican-origin bilingual preservice teachers' pedagogical choices since they have increased potential to leverage the knowledge of predominately Mexican-origin students in our bilingual classrooms as future educators with shared backgrounds (Dilworth & Brown, 2001; Ladson-Billings, 2009; Orellana, 2001). My dissertation project, framed by a LatCrit theory lens, contributes to this body of knowledge in working towards a more equitable educational system for all students.

Definition of Terms

In discussing the topic of bilingual preservice teachers and the students they work with, certain terms are important to define, in order to articulate both the ways in which I am using them and how thinking about these terms has shaped my study. Within the field of bilingual education, there is a current movement to broaden traditional

boundaries to include the diversity of cultural and linguistic practices that exist among both educators and students.

Maestr@s. I refer to the bilingual preservice teacher participants in my study as *maestr@s*. I adopt this term from Prieto's (2009) use of it for her participants in her doctoral dissertation that explored a group of Latinas' decisions to study bilingual education, and the forces that shaped their early teaching experiences. Prieto utilized this term to describe her Latina participants both as bilingual preservice teachers and as novice teachers as she followed them into their first and second years into the field. Findings revealed that the *maestras* drew from their cultural knowledge in choosing their profession and in the choices they made in the classroom. Similarly, my participants drew from their life experiences in making pedagogical choices in the student teaching classroom so this term seemed especially fitting.

Emergent bilinguals. I embrace García's (2009a) use of the term *emergent bilinguals* in place of *English language learners* to describe students' language abilities. I utilize *emergent bilinguals* to refer to Latin@ students who possess varieties of Spanish in their home / community linguistic repertoires since it better captures students' linguistic capabilities rather than focusing upon an implied "lack" of English language (García, 2009a). A limitation of this term is that it could potentially encompass students who begin with the dominant language of English and are on a path towards bilingualism. However, I am not using *emergent bilinguals* to include these students since they are not prevalent in my participants' classrooms nor relevant to my study. While *emergent*

bilinguals is not a perfect term, it encapsulates a resource lens more than *English language learners* and the even more outdated *limited English proficient* labels.

Home / community languages. The term *emergent bilingual* also facilitates recognizing students' home and community language practices as resources in the classroom (García, 2009a) rather than as deficits or skills to be ignored. Within the literature on multilingual students and multilingual learning contexts, researchers often refer to students' "home languages" (García & Velasco, 2012; Lippi-Green, 2012) and / or "community languages" in juxtaposition to the languages or linguistic varieties of both Spanish and English including translanguaging or hybrid language practices (García, 2009b) that are typically valued or even acknowledged in classrooms and school contexts. Since languages and cultures are flexible and dynamic and students from multilingual backgrounds possess expansive linguistic repertoires and cultural resources rooted in their daily lived experiences (Anzaldúa, 1999; García, 2009a, 2009b; Gutiérrez, 2008), I utilize the terms "multilingual" and "multicultural" whenever possible to move away from fixed binaries and categories. Thinking about ways in which *emergent bilingual* students have the opportunity to connect their linguistic and content knowledge to the curriculum led me to examine the role of participant structures.

Participant structures in the classroom. There are various participant structures found in elementary classrooms, or ways that students have to participate orally or actively during a lesson. In defining participant structures, I build upon Galguera's (2011) definition of participant structures as the "explicit, planned interactions that scaffold students' comprehension and production primarily of oral language in

accordance to academic discourse norms," (p.93), to also include movement since both interaction and movement are key components of student-centered learning. Teachers have the power to structure these interactions through the participant structures that they choose. O'Connor and Michaels (1996) define participant structures more passively as "the ways that particular roles and alliances tend to arise out of fairly stable arrangements in classroom organization," (p.69). Whether or not participant structures are explicitly planned or arise from stable arrangements in the classroom, different participant structures afford varied opportunities for learning and interaction. I will go into more depth in the literature review about the types of various participant structures and their relationship with promoting student-centered learning for emergent bilingual students.

University facilitator and Cognitive Coaching. In this study, I occupied the dual role of both researcher and university facilitator with participants. This position facilitated the collaborative nature of this project by providing a supportive reflective space during the weekly post-observation Cognitive Coaching sessions for the *maestr@s* to think about implementing a variety of participant structures and pedagogical styles.

Within teacher preparation programs, the facilitating experience has the potential to provide further spaces for reflection and collaboration (Zeichner & Liston, 1996). "Facilitator" is a change from the more traditional title of "supervisor" which connotes collaboration rather than emphasizing the power differential, although the literature tends to use both terms interchangeably. University facilitators in the program of focus were trained using the *Cognitive Coaching* model (Costa & Garmston, 2002), which includes

the use of three different roles during the post-observation conference: the Cognitive Coach, collaborator, and consultant. The Cognitive Coach poses open-ended and probing questions to stimulate reflection upon teaching and learning and promote self-directed learning. The Cognitive coach also models expert thinking and has a clear vision for the direction of the conference though the preservice teacher should be positioned as the ultimate authority in resolving situations. Additionally Cognitive Coaches should avoid judgment or evaluation during the conference so that it remains a safe supportive space for reflection and growth. I primarily tried to maintain this role during conferences.

At other moments during the conference, I assumed the role of collaborator or consultant. I acted as collaborator when I became a co-learner or co-listener, or when we brainstormed strategies or new approaches together. Occasionally, I also became a consultant in order to offer my suggestions as an experienced bilingual classroom teacher and facilitator. I assumed the various roles at different moments during the weekly post-observation conferences with my participants to support them in developing a range of pedagogical styles.

Authentic cariño. Building from past work (Bartolomé, 2008; Noddings, 1992; Valenzuela, 1999) I utilize *authentic cariño*, or care, to signify relations with students where their lived experiences, their identities, and their linguistic and cultural knowledge are recognized and valued, and they are held to high academic standards. I chose to use the Spanish rather than the English term, following Bartolomé's (2008) lead, since it conveys the centrality of the Spanish language for both instructional purposes and "to

communicate [teachers'] authentic, respectful acceptance of the students' language use and behavior and legitimize their cultures," (p.12) in order to create an optimal learning environment. The authentic cariño that the *maestr@s* in my study had for their Latin@ emergent bilingual students shaped their choice of participant structures in the bilingual classroom. I will be discussing the notion of authentic cariño further in my theoretical framework.

Power. Power, in its many forms, is always present. Bloome, Carter, Christian and Otto's (2005) different models of power help make sense of the ways that power exists for the *maestr@s* during the student teaching semester. Bloome et al.'s conception of power includes: "power as product," "power as process," and "power as caring relations." They define "power as product" as being a commodity, an object or something measurable that one person can have over another in a hierarchy. "Power as process" conceives of power as varying among and between contexts rather than as a static product, and it is contested and dialogic as it is located within a set of relations between people and social institutions.

"Power as caring relations" originates from feminist discussions of power (Gilligan, 1982; Noddings, 1984, 1992), and views power as having the potential to bring people together for mutual benefit but with regard to social relationships and other accomplishments. Instead of creating power *over* others, this model examines how we might create power *with* others. Power as caring relations serves to frame the ways in which power is present between the *maestr@s* and their students, between the facilitator and the *maestr@*, between the *maestr@s* and the society that raised them, between the

curriculum and the pedagogical context, and between the mentor teacher and the *maestr@* in choosing participant structures. I return to this notion of power as caring relations in my theoretical framework, and link it with authentic cariño.

LIMITATIONS

While this project has important implications for supporting bilingual preservice teachers' development of empowering pedagogy, certain limitations should be kept in mind. One aspect that is both a limitation and a strength is that this exploration of participant structures occured during the student teaching semester. As teacher educators, we are hungry for insights into how we can better support the development of empowering pedagogy during bilingual (and generalist) teacher preparation programs. However, at the same time, student teaching is a time when preservice teachers occupy an in-between space that is not yet their own. In many ways, the *maestr@s* were guests in their mentor teachers' classrooms and acted accordingly. This made it difficult, at times, to disentangle the *maestr@s'* choices from their mentor teachers' practices.

The existing power differential between the *maestr@s* and me in my role as university facilitator posed another limitation. While I intentionally avoided occupying the evaluator role during post-observation conferences and journal responses, participants were aware that I was required to formally evaluate their teaching and readiness for the classroom in my capacity as facilitator. This power differential likely influenced our interactions, and may have caused the *maestr@s* to say what they thought I wanted to hear on occasion or even to resist. I purposefully structured this project as PAR, with many opportunities to set their own pedagogical goals that guided our reflective conversations, in order to somewhat mitigate this power differential. In the larger study, I deliberately

included two participants that I was not facilitating in order to further mitigate this power differential (or at least to put it into perspective) but this added distance meant sacrificing the close relationship between myself and those participants that is so crucial to a collaborative action research project.

Organization of the Study

The following is an overview of the chapters to come. In Chapter 2, I synthesize key literature that shaped this exploration of the *maestr@s'* choice of participant structures in pre-kindergarten and kindergarten bilingual student teaching placements and I elaborate upon my guiding theoretical framework. Chapter 3 details my methodology, and Chapters 4, 5, and 6 are the case study findings for each of the *maestr@s* that illustrate their life experiences with K-16 U.S. schooling, and the ways in which these experiences intersected with their choice of participant structures in the student teaching classroom. Chapter 7, as the final findings chapter, details other factors beyond the *maestr@s'* life experiences that appeared to influence their choice of participant structures, across all three *maestr@s*. These included the role of the mentor teacher, the university facilitator, and the *maestr@s'* perceived competence in classroom management. Discussion is interwoven throughout the findings chapters. Chapter 8 describes the implications for teacher education, classroom practice, and policy and concludes with future research directions for encouraging more empowering participant structures for Latin@ emergent bilingual students.

Chapter 2: Theoretical Framework and Review of the Literature

THEORETICAL FRAMEWORK

Bilingual education classrooms are complex spaces where teachers courageously break from normative marginalizing practices or reinscribe these practices. I use a critical framework to reveal a deeper understanding of the *maestr@s'* sensemaking process behind their pedagogical decisions, decisions that were shaped by sociohistorical and other contextual factors between the *maestr@s* and their Latin@ emergent bilingual students as well as their personal agency. Hornberger's metaphor of the onion (Hornberger & Johnson, 2007; Ricento & Hornberger, 1996) is helpful in thinking about the many interrelated and permeable layers at the national, institutional, and interpersonal levels that influence teachers' decisions, in interaction with human agency. The theoretical framework that guides my study aims to describe the different layers that the *maestr@s* take into account in their selection of participant structures. This framework interweaves sociocultural literature on multilingual learning environments, LatCrit theory, and pedagogy as authentic cariño viewed through a lens of power as caring relations.

Sociocultural Literature on Multilingual Learning Environments

Successful pedagogical approaches for multilingual learners focus upon privileging their linguistic resources and everyday experiences, collaboration and peer interaction, and active or experiential learning (Gutiérrez, Morales & Martínez, 2009; Ladson-Billings, 2009; Lee, 2008; Moll, Amanti, Neff & González, 2005; Nieto, 2010). Empowering pedagogies and participant structures consciously and purposefully

encourage students' use of their full range of linguistic and cultural resources and allow for the co-construction of knowledge. This understanding of successful pedagogy for multilingual environments helped me frame and interpret the different participant structures that the *maestr@s* chose in their bilingual student teaching placements.

Hybrid learning environments activate and encourage the construction of multilingual students' knowledge and experiences. Lee's theory of cultural modeling in multilingual and multicultural contexts (2008) promotes the use of culturally rich contextualization cues to privilege students' everyday knowledge and linguistic resources in connecting to the curriculum, and engaging in inquiry and problem-solving. Lee builds upon cultural modeling in her call for hybrid learning environments where students and teachers intermingle and interanimate multiple languages, engage in multiple worldviews and multiple ways of reasoning, and where students and teachers fluidly shift between learner and expert roles.

Gutiérrez (2008) and colleagues (Gutiérrez, et al., 2009) similarly conceive of a hybrid learning environment in conceptualizing the Third Space, or hybrid collective activity system where heterogeneity is an organizing principle and students can "begin to reconceive who they are and what they might be able to accomplish academically and beyond," (Gutiérrez, 2008, p.148). The Third Space provides a nurturing space for positive academic, cultural, and linguistic identity construction in joint activity with others.

García and colleagues advocate a pluriliteracies approach to teaching and learning with multilingual students in the 21st century (García, Bartlett & Kleifgen, 2007; García &

Sylvan, 2011). A pluriliteracies approach moves beyond biliteracy, not only capturing the full range of literacy practices on the continua of biliteracy (Hornberger, 2003) and their intersection, but also emphasizing literacy practices in sociocultural contexts, the hybridity of literacy practices afforded by new technologies, and the increasing interrelationship of semiotic systems. In the 21st century, they argue, languages are not compartmentalized in the diglossic situation found in many dual language classrooms but rather overlap, intersect, and interconnect (García et al., 2007). García and Sylvan (2011), in their study of pluriliteracy instructional practices in multilingual international high schools in the U.S., highlighted seven pedagogical principles: heterogeneity, collaboration, learner-centeredness, language and content integration, language use from students up rather than top-down from teachers, experiential learning, and local autonomy and responsibility. As a result of these principles, students became more knowledgeable and academically successful, more confident users of English, better at translanguaging, and more plurilingual-proficient.

These pedagogical approaches for multilingual contexts encourage the use of empowering participant structures where students can co-construct knowledge and teachers provide opportunities to maximize students' full range of cultural and linguistic resources in learning, and engage in important identity work. It seems reasonable to assume that bilingual preservice teachers who embrace sociocultural theories of learning and value the linguistic and cultural resources that their students possess will be more likely to strive to incorporate empowering participant structures.

LatCrit Theory

A LatCrit lens (Solórzano & Delgado Bernal, 2001; Yosso, 2002) deepens these pedagogical ideas, by centering upon race and its intersectionality with other marginalizing identities to examine how educational theory and practice often disempower Chican@ and other Latin@ students and upon the need for pedagogy that counteracts these inequities. A long history continuing into the present of racial / ethnic and linguistic oppression against people of Mexican origin in the U.S. (Lipsitz, 2006; Menchaca, 1993), accompanied by strong movements of resistance (Kyoma & Bartlett, 2011; San Miguel & Valencia, 1998; Santoro, 1999; Solórzano & Delgado Bernal, 2001), led to the origin of a LatCrit framework.

LatCrit, or Latin@ critical race theory, is a complementary outgrowth of critical race theory that also originated from legal studies (Bell, 1980, 1992; Valdes, 1996) before it was applied to education. Both CRT and LatCrit place race and racism and other forms of oppression at the center of the discourse. They both challenge dominant ideology, center experiential knowledge, draw upon an interdisciplinary perspective, and maintain a strong commitment to social justice (Solórzano & Delgado Bernal, 2001). LatCrit theory recognizes Latin@s' multidimensional identities and aims to spur collective activism around Latino-specific issues related to language, immigration, ethnicity, culture, identity, phenotype, gender, and sexuality among others (Delgado Bernal, 2002; Elenes & Delgado Bernal, 2010; Montoya, 2013; Solórzano & Delgado Bernal, 2001; Yosso, 2005). Schools, and specifically bilingual classrooms, are important sites to explore these issues.

I utilize LatCrit theory to highlight the ways in which educational theory and practice are used to subordinate and marginalize Chican@ students in their daily lives, as well as move towards transformative action. In my data collection and analysis, a LatCrit lens guided me in centering the *maestr@s'* experiences and knowledge (Delgado Bernal, 2002), acknowledging human agency, and viewing their acts of resistance inside and outside the student teaching classroom as "political, collective, conscious, and motivated by a sense that individual and social change is possible" (Solórzano & Delgado Bernal, 2001, p.320). I purposefully used the ethnographic methods of collecting narrative oral life histories to center the *maestr@s'* knowledge and experiences as they encountered and resisted marginalizing forces within the institution of schooling, both as students and as preservice teachers working with emergent bilingual learners. LatCrit theory allows us to re-envision classrooms that prepare Chican@ students to be "critical thinkers and creators and holders of knowledge" (Delgado Bernal, 2002) rather than subjected to school knowledge that prepares them to fill menial socioeconomic roles.

Pedagogy as Authentic Cariño and Power as Caring Relations

The concept of authentic cariño, or attending to students' lived experiences and engaging in dialogue in the classroom, is primary within empowering pedagogy. Theories of care, or authentic cariño, are deeply rooted in Freirian notions of "the revolutionary potential of love to equalize asymmetrical power relations among human beings" (Bartolomé, 2008, p.1). Authentic cariño contrasts with harmful aesthetic caring practices that are superficially focused upon academic goals, pedagogical strategies and curriculum standards rather than sustained reciprocal relationships between teachers and

students (Noddings, 1992; Valenzuela, 1999). Below, I outline the main tenets of authentic cariño that frame my analysis of the *maestr@s'* pedagogical choices in the student teaching classroom.

In theories of authentic care, concern for students' well-being is the foundation for pedagogical decisions in the classroom (Noddings, 1992; Valenzuela, 1999). Valenzuela (1999), in her work with Mexican-origin youth and schooling, extends this to mean that students need to feel cared for before they can learn, and should share similar understandings of care with their teachers. A critical part of this care is holding high academic expectations for their Latin@ Spanish-speaking students and supporting academic achievement (Antrop-González and De Jesús, 2006; Valenzuela, 1999). Additionally, the curriculum in authentically caring spaces is rooted in students' everyday experiences and histories (Noddings, 1992; Valenzuela, 1999), and students have the opportunity to learn about these histories (Valenzuela, 1999). For linguistically and culturally diverse students and students of color, this inclusion or centering of the curriculum has the potential to be empowering and transformative.

Dialogue is an essential component of creating and nurturing authentically caring spaces. According to Noddings (1992), dialogue generates caring relations since it provides us with knowledge about each other that forms the foundation for response in caring. She uses Freirean notions of dialogue as open-ended where "neither party knows at the outset what the outcome or decision will be," (p.23). Interaction, or dialogue, is the thread that connects all of these components of authentic cariño together. Participant

structures that provide frequent and genuine opportunities for dialogue support caring relations between students and teachers.

Authentically caring spaces also recognize and value students' cultural and linguistic identities (Antrop-González and De Jesús, 2006; Bartolomé, 2008; McCarty, Zepeda & Romero, 2006; Valenzuela, 1999). These spaces explicitly incorporate home languages into classroom instruction where "students' native language is used for instructional purposes and where teachers communicate their authentic, respectful acceptance of the students' language use and behavior and legitimize their culture" (Bartolomé, 2008, p.12). I interpret language use to include students' hybrid language practices (Gutiérrez, 2008; Gutiérrez, Morales & Martínez, 2009; Martínez, 2010, 2013), which are intertwined with their identities and experiences. Interactive participant structures facilitate students' abilities to connect their lived experiences, identities, and linguistic resources to the curriculum.

I view the concept of authentic cariño through a lens of "power as caring relations" (Bloome, Carter, Christian & Otto, 2005) since it considers how the *maestr@s*, the mentor teachers, the students, and the university facilitator might create power together with, rather than over, each other through social relationships. Different forms of power imbue all structures and interactions in society (Foucault, 1982), and power as a construct has been theorized in many ways. "Power as product" (Bloome et al., 2005) considers power as a limited quantifiable commodity where everyone "seeks power, and wants more of it" (p.161), and are coerced by the power other people have accumulated.

By contrast, "power as caring relations" frames power as a positive force for change and empowerment that is nonquantifiable, limitless, and resource-based.

"Power as process" characterizes power as "a set of relations among people and among social institutions that may shift from one situation to another" (Bloome et al., 2005, p.163). This construct conceives of power as structuring the possible field of action by individuals and groups (Bourdieu, 1989; Erickson, 2004; Foucault, 1982) where institutions such as schools tend to reinforce and reproduce dominant power relations (Bourdieu, 1989). A "power as caring relations" model pushes beyond power as coercive relationship or as a set of constraints to create power for mutual benefit based in social relationships (Bloome et al., 2005). I utilize microethnographic discourse analysis (Bloome et al., 2005; Erickson, 2004) of the post-observation conferences between the *maestr@s* and the university facilitator with a "power as caring relations" and LatCrit frame to examine who is holding power and what that power means in the *maestr@s'* developing teacher identities. I will expand upon this methodology in Chapter Three.

REVIEW OF THE LITERATURE

Teacher Preparation for Linguistically and Culturally Diverse Students

In exploring the *maestr@s'* decision-making and choice of participant structures, I draw on the literature in the areas of teacher preparation for linguistically and culturally diverse students, participant structures, and the intersection of pedagogy and teachers' lives. We need more and better research on how to prepare teachers to effectively work

in linguistically and culturally diverse classrooms and engage in empowering, rather than disempowering, pedagogies (Zeichner, 2005).

What we do know is that successful teachers in diverse learning environments get to know their students in authentic ways, center students' knowledge and experiences, and explicitly structure opportunities to connect that knowledge to the curriculum (Amanti, 2005; Gay, 2010; Ladson-Billings, 2009; Moll et al., 2005; Ware, 2006). Additionally, effective teachers value and encourage students to utilize all of their linguistics resources, including hybrid language practices (García et al., 2007; García & Sylvan, 2011; Gutiérrez, 2008; Gutiérrez et al., 2009; Martínez, 2010, 2013; Orellana, Reynolds, Dorner & Meza, 2003), in order to make meaning and develop multilingual identities (Angelova, Gunawardena & Volk, 2006; Fitts, 2006; Hopewell, 2011; Martin-Beltrán, 2011). While we do know a great deal about what teachers need in order to be effective with linguistically and culturally diverse students, we need even more insight into how to prepare novice teachers to effectively support students in multilingual environments.

In my examination of several reviews of the research on teacher preparation for diverse students, the mainstream literature, although it did discuss several key issues including culture, largely ignored the importance of tapping into students' linguistic resources (Hollins & Guzman, 2005; Howard & Aleman, 2008), which are so crucial for teaching and learning. All seven of the reviews of research mentioned necessary attention to teacher candidates' ideologies about working with diverse students since these ideologies impact teaching and learning, and the importance of drawing upon

students' background knowledge and lived experiences for increased learning (Bunch, 2013; De Mejía & Helót, 2013; Faltis & Valdés, in press; Hollins & Guzman, 2005; Howard & Aleman, 2008; Lucas & Grinberg, 2008; Palmer & Martínez, 2013). However, there is little empirical work that attempts to show the connection between ideology work with preservice and novice teachers on classroom practice with diverse students (Hollins & Guzman, 2005; Howard & Aleman, 2008). My project purposefully illustrates the connection between the *maestr@s'* ideologies about language, culture, identity, and equity to their pedagogical practices with their emergent bilingual students through their choice of participant structures.

The reviews of literature that embraced a more critical framework focused explicitly upon language and linguistic issues in teacher preparation for working with linguistically and culturally diverse students (Bunch, 2013; De Mejía & Helót, 2013; Faltis & Valdés, in press; Lucas & Grinberg, 2008; Palmer & Martínez, 2013). Lucas and Grinberg (2008) specifically highlighted that language was too often "obscured in discussions on preparing culturally responsive teachers," (p.611). These more critical reviews highlighted sociocultural approaches as essential to learning and the necessity for teachers to be aware of the way power influences language ideologies, and ultimately language use in the classroom. Additionally, teacher candidates need to develop an understanding of language as a social and cultural practice, rather than as a system, in order to better draw upon students' rich linguistic resources for teaching and learning (Bunch, 2013; De Mejía & Helót, 2013; Palmer & Martínez, 2013). Situating language as a practice also helps preservice teachers position language hybridity as normal,

intelligent, and creative expressions of bilingualism (Palmer & Martínez, 2013). My project also uses sociocultural theory in locating student-centered, interactive participant structures where emergent bilingual students can access all of their linguistic resources as more empowering.

In Faltis and Valdés's (in press) review of research on teacher preparation for linguistically diverse students, they cited a gap in the literature regarding "attention to larger contextual variables such as school climate, teacher knowledge of community bilingualism, advocacy for multilingualism, and attitudes towards immigrants and English language learners," (p.9). Furthermore, Faltis and Valdés found no solid research on the impact of the knowledge of bilingualism on preservice teachers' advocacy, understanding, or pedagogy in linguistically diverse classrooms. My project, through collaborative work with preservice *maestr@s* themselves, contributes important insights into these areas by exploring what is helpful or not in making certain kinds of choices in their teaching practice.

Participant Structures in the Classroom

U.S. K-12 instruction is largely dominated by teacher-directed pedagogy in whole group (Cazden, 2001; Cuban, 1993; Ovando, Combs & Collier, 2006; Wells & Mejia Arauz, 2009) even in programs specifically designed for linguistically diverse children (Palmer & Snodgrass-Rangel, 2011). Ramírez, Yuen, Ramey and Pasta (1991) found, in their comprehensive five-year study of program effectiveness of structured English immersion, early exit and late-exit transitional bilingual education programs, that the vast majority of these programs demonstrated a preponderance of teacher-directed instruction

that focused on knowledge transmission in a passive language-learning environment with simple cognitive tasks. While classrooms, including for emergent bilingual students, tend to be slanted heavily towards teacher-directed pedagogy, it is clear that a range of participant structures is best for maximizing student learning (Cazden, 2001; Tabak & Baumgartner, 2004; Wells & Mejia Arauz, 2009).

So what does teacher-directed instruction look like? Teacher-directed and whole-class forms of instruction often rely upon the three-part sequence of teacher Initiation, student Response, and teacher Evaluation (IRE) or occasionally teacher Feedback (IRF) (Cazden, 2001). IRE is likely the most common classroom discourse pattern at all grade levels (Cazden, 2001; Wells & Mejia Arauz, 2009). Participant structures that tend to align with teacher-centered instruction involve a preponderance of teacher talk and whole class instruction where teachers rely on raised hands, call outs, or very rarely some form of random turn-taking while small group or individual instruction occurs less often (Cuban, 1993; Shulman, 1987). These teacher-directed turns at interaction typically take the form of one student at a time interacting with the teacher (Au, 1980; Cazden, 2001; Cuban, 1993), limiting student opportunities to participate actively and make meaning (Erickson, 2004; Shulman, 1987).

While often restrictive, these traditional teacher-directed participant structures can be modified to promote more dialogic and even empowering pedagogy. The IRE pattern can be expanded to include "revoicing" (O'Connor & Michaels, 1996), or a strategy where the teacher restates a student's words "to give a bigger voice" (p.71) to their contribution and to reposition the students as knowledgeable to other students and in

relation to the content. Additionally, when teachers intentionally break from a strict IRE[F] format in whole-class interactions this provides opportunities for students to initiate as well as build upon each other's ideas, promoting longer and more complex contributions (O'Connor & Michaels, 1996; Wells & Mejia Arauz, 2009).

When we use more student-centered pedagogical approaches, we position students as knowledge possessors and constructors. These participant structures foster dialogue and more flexible relationships between teachers and students, and have the power to support a "liberation education" (Freire, 1970) that maximizes student learning and disrupts inequities. Student-centered learning, in addition to being dialogic, is propelled by students' own questions, and is active, exploratory, and deeply connected to students' experiences and prior knowledge (Dewey, 1938; Montessori, 1964; Piaget, 1962).

Empirical work highlights that opportunities for students to engage in extended and connected interactions with others are greatly increased in small group arrangements (Maloch, 2002; Wells, 2000). In addition to small group arrangements, student-centered participant structures that have been found to provide numerous social and academic benefits include: Peer sharing and pair work (Camangian, 2008; Fuchs, Fuchs & Karns, 2001), small group literature discussions (Aukerman, 2007; Edelsky, Smith & Wolfe, 2002), small group activities facilitated by students rather than adults (Baker-Sennet, Matusov & Rogoff, 2008), and cooperative learning (Cohen & Lotan, 1995; Cohen, Lotan, Scarloss & Arellano, 1999; Slavin, 1980).

Notably, cooperative learning and other forms of student-centered participant structures are especially beneficial for supporting academic achievement among students of color and linguistically diverse students (Camangian, 2008; Fuchs et al., 2001; Slavin, 1980) but can also promote higher level thinking (Baker-Sennet et al., 2008; Camangian, 2008), support strengthened peer relationships (Fuchs et al., 2001) improve race relations (Slavin, 1980), ensure equitable opportunities for all learners (Cohen & Lotan, 1995; Cohen et al., 1999), and even build solidarity and empowerment for marginalized students of color at the secondary level (Camangian, 2008). The *maestr@s* in this study used variations of these participant structures in their student teaching placements in addition to other participant structures, which I will detail in Findings Chapters 4, 5, and 6. Since it was a student teaching requirement, each of the *maestr@s* planned and taught at least one cooperative lesson where students had assigned roles and the goal was to build positive interdependence.

We know that student-centered pedagogy is beneficial for student learning, and it is particularly important for culturally and linguistically diverse learners. Teacher preparation course texts on teaching in multilingual / multicultural contexts (Banks, Cochran-Smith, Moll, Richert, Zeichner, LePage, Darling-Hammond, Duffy & McDonald, 2005; Ovando, Combs & Collier, 2006) and national frameworks like NCTM (2000) include student-centered participant structures such as pair and group work and student presentations as critical components to facilitate student learning. However, with the continued trend of teacher-directed instruction, it is unlikely that most teachers and preservice teachers have been exposed to these kinds of structures in their own schooling

and they may not have been included in their own teacher preparation. It is thus imperative to further explore how teacher educators can actively support student teachers' development of skills in this area.

Teacher Preparation for Student-Centered Participant Structures

While we know that constructivist teaching and learning is important, there are few studies in teacher preparation literature that explicitly address student-centered pedagogy and their accompanying participant structures. Zeichner (2005), in his suggested research agenda for preservice teacher education in the U.S., contends that we need more research on teacher education curriculum and instructional practices. My project contributes to this small but important body of empirical work on facilitating student-centered approaches in teacher preparation. There is not much empirical work that directly explores participant structures, and studies typically looked at just one subject area.

Many of the empirical studies on supporting student-centered instruction in coursework for preservice elementary teacher candidates focus on inquiry-based approaches for learning in science methods courses. The instructors in these studies aimed to provide preservice teachers with the opportunity to see and experience student-centered pedagogy and participant structures first-hand to increase the likelihood that they would implement them in their own classrooms, countering dominant IRE pedagogical norms. In these methods courses, instructors extensively modeled and provided opportunities for university students to engage in hands-on inquiry in collaborative groups, and to plan and implement inquiry lessons in elementary classroom

placements (Bhattacharyya, Volk, Lumpe, 2009; Gess-Newsome, 2002; Hughes-McDonnell, 2009).

As a result of these opportunities to connect constructivist theory to concrete practice, preservice teachers dominated classroom discussions rather than the instructor (Hughes-McDonnell, 2009) and they exhibited an increased desire to engage in student-centered inquiry learning with their students (Hughes-McDonnell, 2009; Bhattacharyya et al., 2009; Gess-Newsome, 2002). Additionally, with structured opportunities to reflect upon the nature of scientific knowledge, preservice candidates shifted between "defining science as a body of knowledge, or product, to a conception that accurately blends scientific products and processes," (Gess-Newsome, 2002, p.66). This speaks to the power of modeling and engaging in student-centered practices in the university classroom to create more participatory and dialogical learning environments, and to upset the ingrained norms of who are positioned as knowledge constructors and producers.

Other empirical work on promoting student-centered pedagogy through teacher education university coursework has also attempted to reposition who should be deemed knowledge constructors and producers. Stenhouse and Jarrett's (2012) study documented efforts to model and practice more empowering pedagogy by creating more flexible roles between instructors and students across several sections of a course where preservice teachers selected a service opportunity as a class to implement, and the instructor helped facilitate. Both instructors and students had a difficult time shifting power from the instructor since students expected the instructor to act as the primary leader in the process; at the same time, students still felt more prepared to implement this approach in

their own classrooms. These types of studies are valuable to help us think about how to shift ingrained teacher-directed ideologies towards more empowering pedagogical practices.

Modeling empowering participant structures in the university classroom is especially relevant in coursework preparing teachers to work with linguistically diverse learners. In Galguera's (2011) self-study as a teacher educator, preservice teachers in an English language development course engaged in different participant structures as professional learning tasks that combined authentic reading, writing, and speaking activities in partners and small groups. Participants reported that engaging with the participant structures in class made them more memorable and contextualized, and increased their awareness that these structures allowed students opportunities to talk and activated prior knowledge. Similar to the science methods studies described above, the vast majority of participants in Galguera's study said they would try to implement the participant structures in the classroom. By personally engaging in these more student-centered participant structures, preservice teachers became aware of their benefits to maximize learning.

Immersion in university coursework in constructivist theory with explicit connections to practice are beneficial, but is this sufficient to promote student-centered instruction? While the inquiry methods approach did enhance the participants' science teaching capability beliefs in Bhattacharyya et al.'s study (2009), the context of the student teaching classroom proved more influential for the 14 preservice teachers over whether or not they implemented the inquiry approach during their final student teaching

placement. Contextual factors that dissuaded participants from implementing inquiry included: the mentor teachers' "disapproval of a noisy classroom and messy lab conditions" (Bhattacharyya et al., 2009, p.211), standardized testing schedules, and the pressures of a packed curriculum. Teacher preparation, in the form of coursework, can impact preservice teachers' choice of participant structures. However, there are other contextual factors at work in their placements that may act as even more influential in determining their choices of pedagogy.

While these studies typically focused on a single subject area, my work looks at the use of participant structures across a range of subject areas. My work adds to and deepens this existing work by looking at participant structures across subject areas, during student teaching, and in bilingual classrooms. Additionally, I provide detailed accounts of participant structures in the classroom.

Student Teaching Placements and Pedagogical Choices

The context of the student teaching placement matters in the *maestr@s'* sensemaking processes around participant structures. An overview of the literature and empirical findings on the student teaching context and preservice teachers' pedagogical choices cites the mentor teacher (Darling-Hammond, Hammerness, Grossman, Rust & Shulman, 2005; LaBoskey & Richert, 2002; Sanford & Hopper, 2000; Sarmiento-Arribalzaga, 2005; Wall, 2013), interactions with university facilitators (Bullock, 2012; Bullough & Draper, 2004; Wall, 2013), and perceived competencies in classroom management (LePage, Darling-Hammond, Akar, Gutierrez, Jenkins-Gunn & Rosebrock, 2005; Wall, 2013) as influential, among other factors.

Mentor teachers have the potential to greatly impact preservice teachers' pedagogical choices. Pedagogical work decrees the importance of strong mentor teacher models for preservice teacher learning (Darling-Hammond et al., 2005). Empirical study findings suggest that mentor teachers, as perceived by preservice teachers, can facilitate preservice teachers' selection of more empowering pedagogy or act as barriers (LaBoskey & Richert, 2002; Sanford & Hopper, 2000; Sarmiento-Arribalzaga, 2005). Mentor teacher placements that are inconsistent with university program models of constructivism and preservice teachers' visions can damage their confidence and development, while consistency can lead to increased confidence and ability with the safety to take learning risks (LaBoskey & Richert, 2002). Building upon this literature, I explore the *maestr@s'* alignment with their mentor teachers' pedagogical practices in their sensemaking of participant structures.

Mentor teachers who model student-centered pedagogy and view themselves as learners create positive learning environments for students and preservice teachers alike. LaBoskey and Richert's (2002) in-depth case study followed two preservice teachers in two consecutive placements, one of which they each identified as more helpful for their pedagogical growth. In these stronger placements, mentor teachers positioned themselves as learners about their pedagogy and children were invited into learning conversations with their peers, spurring student teachers to enter into learning conversations about teaching with their mentor teachers. This suggests the possibility of a student-centered pedagogy ripple effect.

Placements where preservice teachers perceive a strong power differential between themselves and mentor teachers can negatively impact their pedagogical development. While there are few studies of mentor teachers with bilingual preservice teachers, Sarmiento-Arribalzaga's (2005) dissertation case study of five bilingual education preservice teachers found that most participants believed that their mentor teachers perceived them as helpers expected to replicate styles regardless of their own teaching philosophies. Due to this lack of acceptance, participants did not feel competent at the end of student teaching.

In my pilot study of nine bilingual preservice teachers during their student teaching semester that I conducted for this project (2013), participants who were placed with mentor teachers who consistently modeled constructivist student-centered practices and had positive relationships with preservice teachers expressed that they felt safe to take risks with their pedagogy and demonstrated their abilities to enact more student-centered pedagogy. Participants who were placed with mentor teachers who they felt were not implementing student-centered teaching and where they expressed that the relationship was not strong voiced doubts about their abilities to implement student-centered pedagogy. Findings from this project about the *maestr@s'* sensemaking process lends further insight into the role of the mentor teacher with preservice teachers' choice of participant structures.

The facilitating experience, including verbal and written interactions with the university facilitator, is another aspect of the curriculum that has the potential to shape the *maestr@s'* choice of participant structures. Preparing our preservice teachers for the

classroom is a monumental endeavor, and one that is only getting more difficult in the current climate of high-stakes testing and standardized curriculum that tends to encourage poor pedagogical practices such as an overreliance on disengaged direct instruction (Au, 2007; Palmer & Rangel, 2011). Preservice and novice teachers must navigate the uncertain and changing terrain of the classroom using their beliefs and experiences to decide what is good pedagogy around and through school structures and a myriad of often contradictory expectations (Bullough & Draper, 2004). They need support to nurture their developing abilities in pedagogy and classroom management. A supportive space for reflection has the potential to allow new teachers to reflect upon and make informed pedagogical decisions in the face of this complex negotiation (Zeichner & Liston, 1996; Zeichner & Liston, 1987). The post-observation conference, as this reflective space, can empower new teachers to become agentive and make their own thoughtful pedagogical decisions.

Mentor teachers and university facilitators can have competing expectations for preservice teachers, and sometimes play oppositional roles. In a self-study of her three years facilitating preservice teachers at the secondary level as a doctoral student, Bullock (2012) found that teacher candidates tended to favor teaching strategies that fit with the perceived expectations of their mentor teachers rather than trying new teaching strategies. Many expressed that they were concerned about "rocking the boat" and disrupting power dynamics.

Alignment between the mentor teacher, preservice teachers, and university facilitator is important for productive learning to happen. In Bullough and Draper's

(2004) study, the university supervisor was a professor and math "expert" whose constructivist philosophy clashed with the more traditional approaches of the mentor teacher, forcing the preservice teacher to take sides with the mentor teacher in the interest of future employment opportunities. Facilitators, preservice teachers, and mentor teachers must carefully negotiate roles and be conscious of power dynamics in order to build constructive spaces for preservice teachers.

Preservice teachers' facility with classroom management also influences their pedagogical choices. Classroom management entails creating and maintaining an effective learning environment for students (LePage et al., 2005). In order to do this, teachers must have a variety of knowledge and skills to effectively structure the physical classroom environment, establish rules and procedures, develop relationships with children, and maintain attention and engagement in academic activities (LePage et al., 2005). "Skillful classroom management makes good intellectual work possible," (LePage et al., 2005, p.327). This implies that there is a causal relationship between classroom management and high-level learning.

In my pilot study (2013), all nine bilingual preservice teachers voiced concerns about classroom management including their abilities to establish "teacher authority," engage students during activities, follow appropriate pacing during lessons, and resolve behavior issues. While all participants showed tremendous growth over the course of the semester, the preservice teachers who voiced more satisfaction with their classroom management skills and who I observed using a variety of strategies successfully engaged in student-centered pedagogy with greater frequency and depth.

Skillful classroom management is especially important in learning environments serving second language learners. Solórzano and Solórzano's (1999) pedagogical work emphasizes that the social emotional environment of the classroom is particularly important for second language learners so that they will feel safe to take risks with their learning, especially for Latin@ Spanish-speaking students living in a society permeated by anti-immigrant sentiment and that devalues Spanish. Teachers can facilitate opportunities for language and content learning, as well as for the construction of classroom community through effective classroom management. "The classroom activity structures become predictable, thus allowing second-language learners to understand the classroom routine and become part of the group," (Solórzano & Solórzano, 1999, p.60). While effective classroom management is important in order to maintain favorable learning environments for all students, it is especially crucial in multilingual contexts.

Although preservice teachers are likely to grow in many areas of their practice, including classroom management, in Emmer and Stough's (2001) review of research on classroom management they conclude that classroom management expertise is typically developed over many years as teachers encounter new teaching contexts. If, as LePage et al. (2005) suggest, there is a relationship between effective classroom management and high levels of student learning, perceptions of abilities in classroom management could influence preservice teachers in implementing empowering pedagogy. Beyond the context of student teaching, the *maestr@s'* backgrounds could influence their choice of pedagogy.

Shared Teacher and Student Backgrounds

Culturally responsive pedagogies are important to link students' experiences with the curriculum, and teachers with shared backgrounds are better able to leverage these experiences. Several empirical studies evidence how teachers' shared racial / ethnic, cultural, and linguistic backgrounds allowed them greater success in connecting students' lived experiences to academic success (Gibson & Hidalgo, 2009; Ladson-Billings, 2009; Orellana, 2001; Ware, 2006). Ladson-Billings (2009) and Ware (2006), in their research profiling culturally relevant teachers of African American students, found that successful teachers' strong shared positive cultural identities allowed them to recognize and incorporate their students' wealth of experiences and knowledge.

Studies also revealed how Latin@ Spanish-speaking teachers were able to promote academic achievement among their students of similar ethnic / cultural, and linguistic backgrounds. In a four-year ethnographic study of a migrant education program in northern California, Gibson and Hidalgo (2009) found that migrant education resource teachers who shared backgrounds with their migrant education students were able to successfully support them in navigating high school since they could easily relate to the students' academic and social needs. Similarly, Orellana (2001), in a three-year ethnography that explored the contributions of the children of Mexican and Central American immigrants in households, classrooms, and schools in California found that a Mexican immigrant teacher tapped into insider knowledge of immigrant households to connect her students' knowledge with the curriculum. The *maestr@s* in this study are all

Mexican-origin speakers of Spanish and English, like most of their students in their bilingual student teaching placements.

However, empirical research informs us that shared backgrounds are no guarantee for engaging in empowering pedagogy. As evidenced by Achinstein and Ogawa's (2012) and also Téllez's (1999) studies of preservice and novice teachers of color, accountability measures and standardized curriculum can severely limit their abilities to implement culturally relevant pedagogy with their Latin@ students. Additionally, dominant deficit notions of immigrants and dominant pedagogical practices in the field can also override shared backgrounds between immigrant teachers and students (Adair, Tobin & Arzubiaga, 2012). The marginalizing forces of power at the larger societal and institutional levels often operate to reinscribe the status quo of disempowering pedagogy for linguistically and cultural diverse learners at the classroom level.

Participant Structures and Teachers' Lives

The *maestr@s* in my study shared certain cultural / ethnic, and linguistic backgrounds with their students, but their lived experiences also influenced how they taught in the classroom since teachers' lives and their pedagogy are deeply intertwined. Scholarship in teacher education points to the strong influence of general schooling experiences upon one's practices as a novice teacher, also called the apprenticeship of observation (Achinstein, Ogawa & Speiglman, 2004; Dewey, 1938; Lortie, 1975; Zeichner & Liston, 1996). In other words, teachers tend to teach as they themselves were taught. Life experiences as members of marginalized ethnic groups in state-run institutions influence identity formation. Teacher education programs that allow

preservice teachers to critically reflect upon the types of pedagogy and curriculum that were present in their schooling experiences can create opportunities to repair and diverge from harmful experiences in their apprenticeship of observation.

Mexican-origin bilingual novice and preservice teachers, similar to other teachers of color, need reflective and healing spaces to combat dominant ideologies and negotiate multiple identities in order to support them in successfully leveraging their students' lived experiences with the curriculum. A handful of bilingual education scholars in Texas have conducted research on constructing reflective and healing spaces for Mexican-origin bilingual preservice teachers within the teacher preparation program (Brochin Ceballos, 2012; Ek, Sánchez & Quijada Cerecer, 2013; Sarmiento-Arribalzaga & Murillo, 2010).

University coursework, including literacy and personal narratives and language maps, provided opportunities for Latin@ bilingual preservice teachers to critically reflect upon how their life experiences had shaped their cultural and linguistic identities (Brochin Ceballos, 2012; Ek, Sánchez & Quijada Cerecer, 2013; Sarmiento-Arribalzaga & Murillo, 2010). Participants expressed both empowering and disempowering linguistic, cultural, and racial / ethnic identities. The process of completing the assignments appeared to provide them with spaces to begin to mend from the hostility and violence that had been directed against them as members of a marginalized group, and to move towards multilingual and multicultural identities. In my project, I similarly drew upon the *maestr@s'* written autobiographies from past coursework as evidence of how their life experiences shaped their identities and teaching philosophies.

Oral life histories are another avenue for creating healing spaces for Latin@ bilingual preservice teachers who have been painfully marginalized in U.S. society and its institutions. LatCrit theory utilizes oral life history as a key method to capture the voices and experiences of marginalized Latin@ students and preservice teachers in their schooling experiences (Delgado Bernal, 2002; Solórzano & Delgado Bernal, 2001). Prieto (2009) used oral life history in her dissertation study of ten Latina preservice teachers as students in an undergraduate teacher preparation program at a four-year university in Texas that followed four of them into the classroom as novice teachers. She discovered that the *maestras'* teaching philosophies for Spanish / English bilingual classrooms were informed by their lived experiences as they used cultural scaffolding to connect the academic topics at hand to students' family experiences and cultural backgrounds. Her findings support my use of oral life histories in this project, which I detail in Chapter 3, to learn about the interplay of the *maestr@s'* cultural, ethnic, and linguistic identities with their pedagogy.

Conclusion

In this chapter, I have outlined my theoretical framework and provided an overview of key literature related to my study including: teacher preparation for culturally and linguistically diverse students, the use of participant structures in the classroom, and the student teaching context. How do the realities of our classrooms that are driven by teacher-direct instruction, coupled with the complexity of student teaching, play out among three *maestr@s* in their choice of participant structures in their bilingual student teaching placements? What do their sensemaking processes look like around

their choice of participant structures? Will the *maestr@s* be able to go against the grain and choose more student-centered structures for their Latin@ emergent bilingual students? If so, in what ways and under what conditions? I revisit Hornberger's metaphor of the onion (Hornberger & Johnson, 2007; Ricento & Hornberger, 1996) in thinking about the complex policy contexts that preservice teachers need to navigate in their pedagogical sensemaking processes. In the next chapter, I will detail the methodology that I utilized for this project in order detail the *maestr@s'* choice of participant structures and peel back the different layers that appeared to influence these choices.

Chapter 3: Methodology

A critical perspective informs my methodology for this study. Guided by LatCrit theory and drawing from sociocultural literature on multilingual learning environments and power as caring relations between the *maestr@s* and their students, my study provides insight into their pedagogical choices. This includes the types of participant structures that these three bilingual preservice teachers of Mexican origin chose to implement in the student teaching classroom, the nature of interaction aligned with the different structures, as well as the factors that they considered in choosing specific participant structures. By taking this multilayered approach (Hornberger & Johnson, 2007; Ricento & Hornberger, 1996) to learning about the factors that intersect with bilingual preservice teachers' choice of pedagogy in their student teaching placements, we can better prepare them to implement more empowering pedagogy in multilingual contexts.

In order to answer my research questions, I engaged in a qualitative multicase study (Stake, 2006) to provide a collaborative in-depth look at factors that may have shaped the *maestr@s'* choice of participant structures both as individuals and across participants. The central goals of this project were to gain a deeper understanding of these factors and to support the process of the *maestr@s'* selection of more empowering pedagogy for their students. While there is a current push for quantitative research methods within educational research (Denzin & Lincoln, 2005), certain research questions are best answered using strong qualitative methods. The qualitative methods of

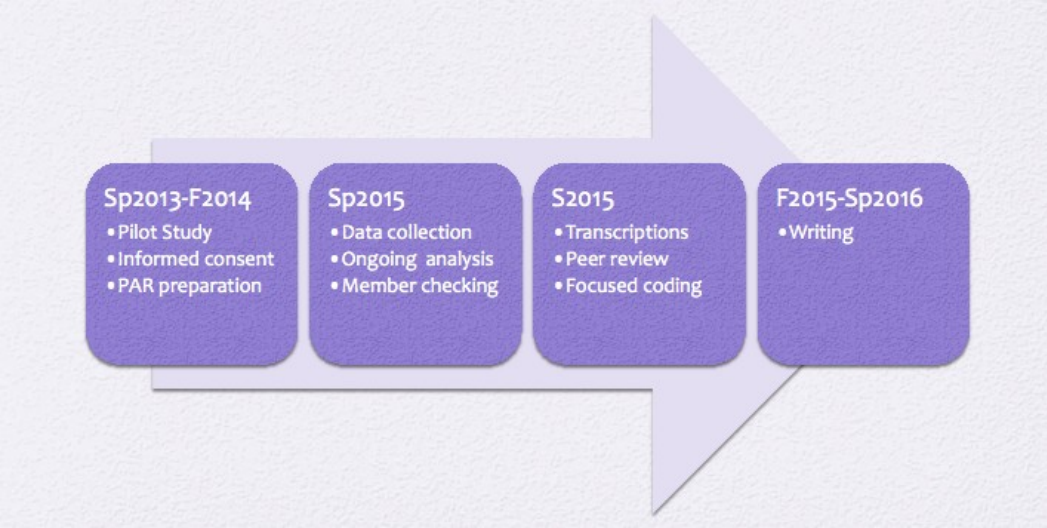
participant observation, artifact analysis, discourse analysis, and life history interviews allowed me to explore the structures that shaped the *maestr@s'* choices of participant structures in their student teaching placements and provided spaces for them to reflect upon and develop their own pedagogical repertoires.

I purposefully engaged in humanizing research methodologies and involved my participants in as many ways as possible in the exploration of my research questions. This was particularly important due to my positionality as a middle-class white woman working with participants of color so as not to marginalize them or their experiences, and because of my dual role as university facilitator and researcher. While I tried to act primarily as a support for the *maestr@s,* part of my role was as their evaluator and this certainly influenced our interactions. To mitigate these power differentials, I purposefully constructed ongoing opportunities for the *maestr@s* to set their own pedagogical and student learning goals during our verbal and written interactions, and these goals guided our post-observation reflective conferences.

I provided transparency in communicating with participants that my goals as facilitator would be primarily to support them in the areas that they hoped to develop, as well as to help them focus upon implementing student-centered participant structures to increase student learning (which was the focus of my study). Moreover, I included two additional participants in the larger study that were facilitated by a doctoral student colleague who agreed to help with data collection to promote balance, and I engaged in member checking with each participant at the end of the semester about the types of participant structures I had observed and about emerging themes related to their

sensemaking process. Figure 1 depicts the overall study timeline.

Figure 1. Study Timeline



My Journey in Shaping this Study and Positionality

I was raised in a rural agricultural community in northern Oregon with a large Mexican immigrant population. When I was a young girl, my family developed close ties with a Mexican-origin family who lived nearby, and they became a second family to me and have shaped my worldview in a myriad of ways. As I grew into adolescence I began to notice a stark separation between Mexican-origin and white students in school, both socially and academically, and the constant disparaging comments that white people in my community would make about "the Mexicans." This awareness of the power of race as a social construct helped propel me into situations that deepened my understanding and desire to work for positive change.

I have always been interested in different ways of doing things and of understanding the world, and I bring this multiple perspectives lens to my research. Fueled by my parents' stories of teaching on Guam and traveling in the South Pacific, I

travelled every opportunity that I could including study abroad homestays to Thailand and Spain, and working as a Peace Corps volunteer in Ecuador after university. In Ecuador, I observed constant discrimination by the outside mestizo population at both personal and institutional levels against the indigenous people in the community where we lived.

These experiences contributed to my growing understanding of multiple ways of viewing the world and of how racism and other oppressions operate, and I wanted to become a part of positive change. I went on to become a bilingual educator in Oregon and California, and worked in both transitional bilingual education and two-way dual language models with mostly Mexican-origin students in suburban and urban contexts. My desire to advocate for additive bilingual education programs and to help provide much needed systems of support for preservice and novice bilingual teachers for engaging in student-centered and empowering pedagogy led me to enter a doctoral program in bilingual / bicultural education.

Over the course of six consecutive semesters of facilitating student teachers in the bilingual cohort as a doctoral student, I began to reflect upon my own experiences and the pedagogical choices that I made as a bilingual educator coupled with the patterns that I was observing in the *maestr@s'* choice of participant structures during their placements. In my own teacher preparation program, which focused upon working with students from diverse linguistic and cultural backgrounds, as well as in professional development sessions as an in-service bilingual teacher, I was exposed to theory and strategies that emphasized the social nature of language and content learning and I incorporated these

ideas into my own teaching. While facilitating, I noticed a pattern of teacher-directed pedagogy and participant structures dominating the lessons that I was observing in contrast to the bilingual preservice teachers' stated preferences for more constructivist practices. I conducted a pilot study in Spring 2013 to begin to explore which participant structures they were selecting and the possible factors that may have influenced these choices. My dissertation project builds upon my pilot study findings and deepens this work.

Methods and Data Collection

Research Context

The bilingual preservice teacher program of focus was located at a large public university in a medium-sized city in Texas serving approximately 40,000 undergraduate students of whom 20% are classified as Latin@. At the time of the study, about 1,000 of the undergraduates were education majors; 120 of whom were bilingual education majors. A team of faculty and doctoral student instructors taught courses bilingually, during the four consecutive semesters that bilingual preservice teachers spent together as a cohort, and encouraged students to draw upon all of their linguistic resources in making meaning. These courses were guided by a critical culturally relevant orientation, and included opportunities to critically reflect upon their life experiences and learn about the history of Mexican-origin people in the U.S. from an ethnic studies perspective. In addition to coursework, the student teaching semester followed two consecutive semesters of less comprehensive intern placements in bilingual classrooms. All bilingual

preservice teachers in the program were placed in a range of bilingual contexts within the local urban school district from transitional bilingual classrooms, where the ultimate goal was English proficiency, to one-way and two-way dual language bilingual education (DLBE) classrooms with goals of high language proficiency in both English and Spanish, academic achievement, and cross-cultural competence (Christian et al., 2000; Collier & Thomas, 2004; Gómez, Freeman & Freeman, 2005).

This particular school district had implemented the DLBE program following the Gómez and Gómez model (Gómez et al., 2005) across the entire school district, both as strands and as whole campus programs at schools with emergent bilingual students. The DLBE program began in ten pilot schools in 2010 in pre-kinder, kindergarten, and first grade classrooms and had added a grade level every subsequent year. At the time of the study, the pilot schools had reached fifth grade with DLBE implementation while other DLBE programs were at third grade.

Study Participants

For the purposes of this dissertation project, I focused upon three Mexican-origin bilingual preservice teachers who were completing their student teaching in one-way dual language bilingual education classrooms during the Spring 2015 semester from late January to late April where I acted in the dual role of university facilitator and researcher. This was taken from a larger study investigating the participant structures of seven Latin@ bilingual preservice teachers in pre-kindergarten and kindergarten classrooms within one urban school district in Texas.

The vast majority of this particular cohort of 15 students requested and were placed in lower elementary placements for their student teaching, and this was just as well because the Spring semester coincides with high stakes state standardized testing in Grades 3-6, so that cooperating teachers and principals are often unwilling to host student teachers in upper grade placements in the spring. A professor from the bilingual program approached the cohort during the semester prior to student teaching to present my research project and obtain consent. Only students who consented to participate were assigned to work with me as university facilitator. For the larger study, I acted as university facilitator for five of the bilingual preservice teachers within the larger bilingual cohort of 15 and included two other participants, who also consented to participate in the study, and were facilitated by a fellow doctoral student. See Table 1 for a brief description of all participants. All names are pseudonyms.

Following preliminary analysis of the data, I decided to focus upon three of the seven participants for this dissertation project, Adriana, Carla, and Sergio to look at the connection between their lived experiences and their choices of participant structures in the classroom. Their schools were in the fourth year of dual language implementation at the time of the study since the program had reached third grade, and all three were placed in one-way DLBE strand programs where all students shared the home language of Spanish. Adriana conducted her student teaching in a kindergarten classroom at a school that was comprised of 64% Latino and 34% African American families. Her mentor teacher was a Mexican American woman in her 50s who had lived her entire life in Texas, and the building principal confided in me that this was the only teacher she

allowed to host a preservice teacher since she saw this teacher as such a strong model of pedagogy. There were 18 students in the class. This was Adriana's first placement with her mentor teacher.

Carla and Sergio were both placed at the same elementary school where 92% of the families were Latino. In Carla's kindergarten placement with 13 students, her mentor teacher was a Colombian woman in her early 40s with whom Carla had requested to be placed since she had spent a previous semester there for her intern placement. Sergio was placed in a pre-kindergarten classroom of 17 students with a Mexican American woman in her 40s who, like Adriana's mentor teacher, had lived in Texas her entire life. He had also spent a previous intern placement with her and requested to be placed in her classroom for the student teaching semester. I had worked with both Adriana and Carla's mentor teachers in previous semesters in my facilitator role. I will go into greater detail about each of the *maestr@s* and their student teaching contexts in the findings chapters.

Table 1. Study Participants

Participants

Pseudonym	Origin / Identity	Placement	Age
Adriana	Immigrated from Mexico to U.S. at age 14 "Mexicana"	One-Way Kinder	26
Carla	U.S.-born child of Mexican immigrants "Mexican American"	One-Way Kinder	22
Carlos*	U.S.-born. Raised on Mexican side of U.S./ Texas border and attended school in Texas "Mexican American" or "Texan"	One-Way PreK	22
Daniela	U.S.-born child of Salvadoran immigrants "Salvadoran American"	Two-Way PreK	21
Julia*	U.S.-born child of Mexican immigrants "Mexican American"	One-Way Kinder	22
Sara	Immigrated from Mexico to U.S. at age 10 "Mexicana"	One-Way Kinder	22
Sergio	Immigrated from Mexico to U.S. at age 8 "Mexican American"	One-Way PreK	22

Note. An asterisk denotes participants facilitated by a doctoral student colleague.

Research Questions

While educational experts agree that teachers maximize learning when they possess a variety of pedagogical strategies in their repertoires, including both teacher-directed and student-centered approaches, we have yet to discover how to effectively support novice teachers in engaging in more student-centered practices. In what ways were the *maestr@s* integrating a range of participant structures into instruction and what seemed to support them in working towards more constructivist classrooms? Bilingual preservice teachers have a pivotal role in preparing an increasingly diverse student

population yet studies examining their preparation are scarce. My study explored factors that may have influenced the *maestr@s* with engaging in a range of different participant structures by asking:

1. Which types of participant structures are the *maestr@*s implementing in elementary bilingual classroom placements during weekly observations?
    a. What is the nature of social interaction observed by the facilitator and the *maestr@* during each particular participant structure?
2. How are the *maestr@s* making sense of their implementation of participant structures in the classroom?
    a. In what ways do the facilitator's interactions with the *maestr@s* mediate their sensemaking?
    b. In what ways do the *maestr@s*' life histories seem to mediate their sensemaking?

Data Sources

The student teaching semester is an incredibly busy and intense time for preservice teachers, so I purposefully used data produced in conjunction with the program in my role as facilitator in order to avoid further burdening participants. The only additional piece of data that I collected was the life history / member checking interviews, which I conducted after student teaching was over. I utilized a variety of data sources in order to answer my research questions. By using multiple methods of data collection, I enhanced the validity or trustworthiness of my findings (Denzin & Lincoln, 2005; Glesne, 2011; Merriam, 2002).

Primary data sources for each participant included: field notes and video recordings of the weekly lesson observations (8), audiotape transcripts of student interaction while at their table groups for the final four observations, audiotape transcripts of the post-observation conferences (6), and typed reflections during the two weeks of Total Teach (2) in place of conferences. Secondary data sources included: life history / member checking interview audiotape transcripts (1), weekly journal responses (11), and assignments completed in prior coursework designed to promote critical reflection upon their

linguistic and cultural / ethnic identities and connect to their teaching philosophies (1-3). I chose to include prior coursework in order to provide for triangulation (Merriam, 2002). Below, I detail each of these sources of data. In presenting evidence from the *maestr@s'* transcriptions of oral and written interactions, I occasionally omitted filler words such as "um" and "like" and slight deviations from standard English grammar in order to focus the reader upon the content of the interaction and minimize "common sense" deficit interpretations based upon white middle-class norms of language use (Bucholtz, 2000). All emergent bilingual student interactions were presented exactly as transcribed since I conducted close analyses of the nature of their interactions.

Weekly Lesson Observations

I engaged in participant observation of the *maestr@s* in my role as university facilitator during weekly lesson observations in order to fully understand the complexities of the student teaching context (Merriam, 2002; Patton, 1990). I video recorded and typed field notes of eight classroom observations for each of the *maestr@s* that I

facilitated during the semester for 30-40 minutes per observation. The *maestr@s* chose their observation times, according to the day of the week that I was scheduled to be at their school. They completed a short pre-conference email prior to weekly lesson observations that asked them what area of their pedagogy or student learning they would like me to collect data on during the observation to guide me in my observations, and this also served as the focus for our post-observation conferences in addition to talking about participant structures and other themes around equity. See Appendix A for the pre-conference email format.

During lesson observations, I typically sat at the back of the classroom for most of the lesson while I typed field notes (Appendix B), but occasionally wandered around the room during independent practice to check in with students. I intentionally restructured the observation document to locate student observation notes on the left-hand side as the place of prominence (Ochs, 1999) and preservice teacher observation notes on the right-hand side in order to focus upon student learning. The *maestr@s* received electronic copies of all observation notes.

Video recordings of the lesson observations provided an additional record of the participant structures that the *maestr@s* employed. I placed the video camera on a tripod in an unobtrusive location in the classroom in order to minimize distractions (Erickson, 2006), faced towards the students to optimize its ability to capture the nature of participant structures within student learning. While the camera is never neutral, it combined with my field notes to provide a more complete picture of the participant structures in the lesson and was a helpful reference during coding.

After the fourth week of observations, I modified my study to include audio recordings of student interactions at one table group for the final four lesson observations. It was an extra challenge to capture the nature of student-to-student interactions during table group activities since the pre-kinder and kindergarten students would often speak in low tones. I asked the *maestr@s* to randomly select one table of students to be audio recorded each week, and I transcribed all discernible conversations.

Post-Observation Conferences

I carried out 20-minute post-observation conferences with the *maestr@s* emphasizing participant structures using the Cognitive Coaching model (Costa & Garmston, 2002) that I audio recorded and later transcribed. The post-observation conference was a space to both focus upon the areas that the *maestr@s* specified in their pre-conference emails as well as participant structures and other topics related to their developing pedagogy that arose. The post-observation conference also allowed me to engage in dialogue with the *maestr@s* about what I had observed and to reach a deeper understanding, in terms of the participant structures they had chosen, following sound methodology for participant observation (Glesne, 2011; Patton, 1990). I provided time at the end of each conference for the *maestr@s* to write down three pedagogical strategies that they wanted to continue to implement or that they would like to try out in future lessons. I typed up their ideas and included them in the observation notes that I emailed participants immediately afterwards as a way to keep us both informed of their progress and goals for developing pedagogy. The final two post-observation conferences were replaced by typed reflections to not interrupt the *maestr@s*' "Total Teach," or the two

consecutive weeks where student teachers took charge of all lesson planning and teaching.

Journal Responses

All bilingual preservice teachers in the study engaged in weekly journal responses as part of program requirements, and as facilitators we were free to design our own prompts. These weekly journal responses provided another opportunity for ongoing dialogue since the *maestr@s* wrote to open-ended prompts designed to connect theory with their developing classroom practice, and I responded to their reflections. See Appendix C for a list of these journal prompts. Oftentimes, the *maestr@s* would make explicit reference to a conversation that we had had during a post-observation conference and occasionally they would reference journal responses in our observation conferences, creating fluidity between these different dialogic spaces.

Life History / Member Checking Interviews

After their student teaching was over, I conducted life history interviews with each participant in order to capture their "apprenticeship of observation," (Achinstein, Ogawa & Speiglman, 2004; Lortie, 1975) or K-16 U.S. schooling experiences, as well as the life experiences that shaped their linguistic and cultural identities and teaching practices. Each life history interview lasted between 45-60 minutes, and was audio recorded and transcribed. Life histories have been used as an important method in LatCrit work and educational research (Cándida Smith, 2003; Delgado Bernal, 2002; Prieto, 2009; Solórzano and Delgado Bernal, 2001) since they center the voices and experiences of participants. I chose this method since it provided an empowering

reflective space for the *maestr@s* to connect their life and educational experiences and identities with our history of racial inequities and civil rights struggles. I particularly focused upon their U.S. schooling experiences, guided by my LatCrit framework with its attention U.S. institutions with schools as important sites of marginalization and resistance for Latin@s (Delgado Bernal, 2002; Solórzano & Delgado Bernal, 2001). I utilize extensive quotations from each *maestr@* in order to center their voices and perspectives in illustrating project findings.

My own subjectivity certainly influenced the narratives that respondents chose to tell (Holstein & Gubrium, 2003), and I engaged in several practices to attempt to lessen this influence. Throughout the semester, I attempted to balance and make transparent my different roles as researcher, evaluator, facilitator, and learner in order to demonstrate my valuing of and appreciation for each *maestr@* as a knowledgeable, capable, and agentive practitioner. My reflective journal assisted me in balancing these different roles, and becoming aware of how my multiple roles and experiences influenced my thinking. I reflected upon my own positionality in relation to data collection to help dismantle my assumptions around race, class, gender and my personal values that could reify the status quo (Merriam, 2002). In working with the *maestr@s*, I emphasized that they have unique skills and knowledge that I do not possess and that we are all teachers and learners at different moments to encourage a better balance of power. By conducting the life history interview at the end of the semester, I had time to forge a relationship and sense of rapport (Glesne, 2011) with participants. See Appendix D for the life history interview protocol.

Immediately following the life history interviews, I included about 15-30 minutes of member checking for each participant. I shared with each *maestr@* the patterns with participant structures and influences that I had observed over the course of the semester, and asked for their feedback. I also posed questions about their mentor teacher's use of participant structures, and which participant structures they hoped to continue to use or implement in their future classrooms. I include a general member checking protocol in Appendix E, but each protocol varied by participant according to what I had observed. This member checking contributed to the reliability of my study (Merriam, 2002).

Prior Coursework

In order to triangulate data from the life history interviews, I asked the *maestr@s* to share past course assignments. These included biliteracy autobiographies completed for a Latino children's literature course detailing their personal journeys through U.S. schooling and society in becoming bilingual, biliterate, and bicultural teachers and their teaching philosophies and autobiographies completed for a Spanish methods course. This additional data deepened my understanding of how the *maestr@s'* life experiences intersected with their choices of participant structures.

Data Analysis

I conducted a thematic analysis of the data by searching for themes and patterns related to my research questions (Glesne, 2011; Saldaña, 2009) guided by LatCrit theory, socioconstructivist understandings of learning in multilingual contexts, and power as caring relations to understand the *maestr@s'* choice of participant structures and their sensemaking process. Analysis was ongoing throughout data collection as I wrote

analytic notes in my reflective journal and within Microsoft Word documents of field notes and transcriptions, and developed preliminary codes. I recorded all codes and subcodes in a codebook as I developed and modified them. After two rounds of coding all data in Microsoft Word, I input all but the types of participant structures and student-to-student interaction data into TAMS Analyzer to facilitate analysis and data management. I completed an additional round of coding once the data was in TAMS. I maintained apart from TAMS the coded data about the types of participant structures and the nature of interactions within those structures that I had observed each of the participants use in the larger group of seven. I used Word tables to organize and display this data by participant for each observation.

I engaged in extensive peer review during data collection and analysis with doctoral student colleagues, and with two professors from the program who knew the participants well. This triangulation of data and peer review functioned to increase reliability (Merriam, 2002). I also personally transcribed all data for this project, which allowed me to get to know my data deeply and to engage in preliminary analysis while transcribing. I decided to focus upon Adriana, Carla, and Sergio for my dissertation project to look at the connection between their life histories and their choice of participant structures. This occurred after I had completed three rounds of coding of the types of participant structures, I had transcribed and read through all of the remaining data at least twice, and I met with a professor who knew the participants deeply for peer review. Further data analysis revealed three overarching themes related to the *maestr@s'* choice of participant structures and the elements they considered: the types of participant

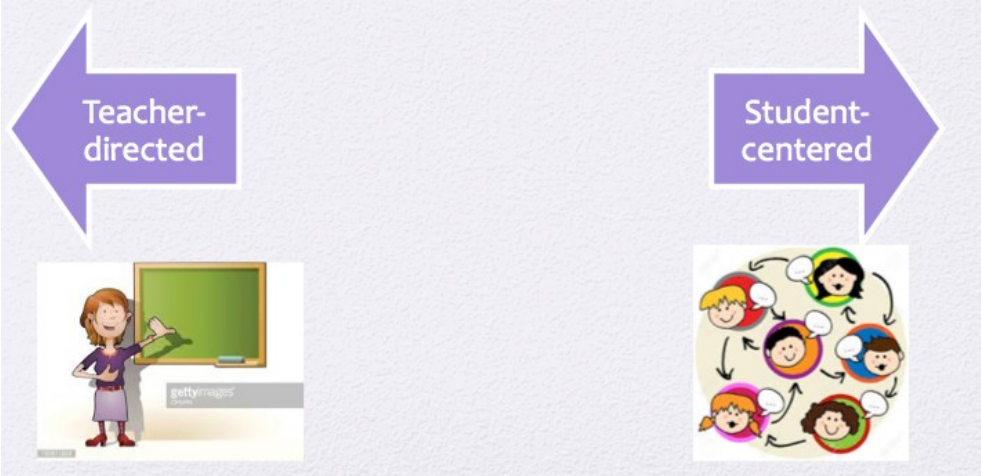
structures they selected and the nature of interaction within those participant structures, themes related to the *maestr@s'* developing pedagogy, and themes related to their U.S. schooling experiences.

In order to understand the types of participant structures and the nature of interaction within these structures, I examined classroom observation field notes, audio transcriptions of student interactions in their table groups, post-observation transcripts, and watched video recordings of lessons paying special attention to sections that I time-stamped in my field notes denoting particular participant structures. In the first cycle of coding during late April / early May 2015, guided by Golding's (2007) spectrum of participant structures, I utilized a combination of provisional and descriptive coding (Saldaña, 2009), and analytic memos (Glesne, 2011) written throughout the semester.

In provisional coding, I built upon and modified codes for participant structures that I observed in my pilot study (Wall, 2013). Golding's spectrum (Figure 2) locates participant structures as flexible and context-dependent, related to intended purposes and outcomes in determining how socioconstructivist the participant structures actually were. Immediately following this initial round of coding of participant structures, I conducted member checking and the *maestr@s'* feedback lent insight into consecutive rounds of coding. In June 2015, I engaged in the first of three rounds of descriptive coding of student audio transcriptions. The nature of student-to-teacher and student-to-student interaction was determined by the quantity of students participating, and the length and topics of verbal interactions. I triangulated my lesson observation field notes with post-observation conference transcriptions related to particular participant structures.

It was a complex task to code the different participant structures since a structure that was coded as teacher-directed in one context may have been coded as more student-centered in another context and vice-versa. After three rounds of coding, I developed a total of 21 different codes for the different participant structures that all participants in the larger study of seven chose; 19 of the 21 were observed in case study participants' classrooms. These participant structures occurred during whole group activities on the rug and independent practice activities at table groups, typical of many pre-kinder and kindergarten classrooms. During whole group instruction, some of the participant structures included: raised hands, call outs, student experts leading choral responses, and pair shares. In table groups, students engaged in hands-on independent tasks, small group instruction, and hands-on collaborative tasks among other participant structures. I will go into greater detail about the participant structures that the *maestr@s* chose in my case study findings chapters.

Figure 2. Golding's Spectrum of Participant Structures



In my analysis of the *maestr@s'* sensemaking process in their choice of participant structures, I examined post-observation conference audio transcripts, journal responses, life history audio transcripts, and prior coursework. During the first round in July 2015, I used a combination of provisional and descriptive coding to reveal the two major themes of developing pedagogy and the *maestr@s'* U.S. schooling experiences. In the two consecutive rounds of focused and axial coding (Saldaña, 2009), the theme of developing pedagogy included the three subthemes of: the elements of a pedagogical philosophy of authentic cariño that the *maestr@s* articulated for their Latin@ Spanish-speaking students, the potential resources of the mentor teacher and the university facilitator, and the areas of their pedagogy that the *maestr@s* were working to develop, including classroom management.

In August 2015, I conducted analysis of data collected about the *maestr@s'* U.S. schooling experiences. I used descriptive coding in the first round and uncovered overlapping patterns related to identity, community, and isolation. Second and third rounds of coding were focused and axial and revealed the four themes of isolation related to lingüicism and racism, supportive communities, advocacy for multilingualism and academic achievement, and the *maestr@s'* pedagogical philosophies of authentic cariño for their students. The theme of the *maestr@s'* pedagogical philosophies of authentic cariño appeared to be the connecting link between their schooling experiences and their developing pedagogy in the student teaching classroom, and included 10 codes such as that activities were hands-on, active, and collaborative. I will present my model for the interplay of these factors in the case study findings chapters.

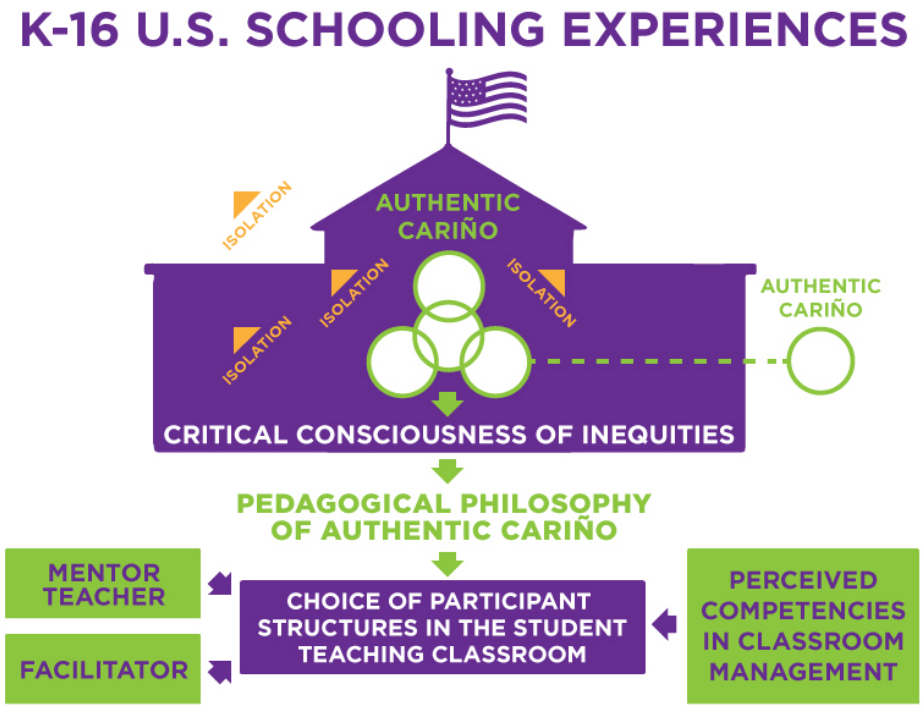
In Chapters 4, 5, and 6 that follow, I will share the case study findings for Adriana, Carla, and Sergio detailing how their life experiences in U.S. schooling influenced their choice of participant structures in the student teaching classroom. In these chapters, I will also describe the types of participant structures that I observed the *maestr@s* use and the nature of interaction within those participant structures. Finally, I will conclude the findings chapters with a description of different cross-cutting themes related to the *maestr@s'* sensemaking in choosing participant structures.

Findings Chapters Overview

How might bilingual preservice teachers' life experiences intersect with the ways in which they structure opportunities for emergent bilingual students to actively participate in the elementary student teaching classroom? What other factors might converge in the student teaching context to influence their choice of pedagogy? In the subsequent three case study chapters, I explore my first research question of which types of participant structures the *maestr@s* are implementing in their elementary bilingual classroom placements during observations, with attention to the nature of social interaction observed by the university facilitator (me) and the participant.

I will also examine part of my second research question, the ways that the *maestr@s* are making sense of their implementation of participant structures, focusing upon the aspect of their life histories. In Chapter 7, I continue to examine my second research question about the *maestr@s'* sensemaking processes by looking at other factors that interacted with each of the *maestr@s'* choice of participant structures. These included, but were certainly not limited to, the potential resources of the mentor teacher and the university facilitator, and the *maestr@s'* perceived competencies in classroom management. I depict my findings in Figure 3 below.

Figure 3. The *Maestr@s'* Choice of Participant Structures



Authentic Cariño

One of the major findings across the cases was that the conception of authentic cariño played deeply into the *maestr@s'* choice of participant structures. Adriana, Carla, and Sergio's (pseudonyms) philosophies of authentic cariño for their students differentiated them from a larger group of seven. Through weekly journal responses, our conversations during post-observation conferences, past course assignments, and the life history interview they each articulated a teaching philosophy undergirded by authentic cariño. It became clear through the life history interviews that all three *maestr@s* had constructed a critical consciousness (Solórzano & Delgado Bernal, 2001) of the injustices that often permeate the U.S. schooling experiences of Mexican-origin students. They

appeared to have constructed this critical consciousness out of their personal experiences with racism and its intersection with classism and lingüicism within the support of an authentically caring community.

All three *maestr@s* recounted stories of isolation in different moments of their U.S. schooling, including isolation as a Spanish speaker in an English-speaking world, isolation as a person of Mexican origin in a school that valued white middle-class ways of being, and/or isolation due to limited economic resources. They also spoke of the intersection of these identities and locations that magnified this isolation or distance from the norm of white monolingual English-speaking middle class students. In addition to their families, that provided caring spaces where Spanish language and Mexican culture were valued, Adriana, Carla, and Sergio found ways to join other communities of authentic cariño, communities that understood and valued who they were and where they came from as Mexican-origin multilingual beings.

The *maestr@s* drew strength from belonging to these communities and were able to reflect upon their own and their peers' painful experiences of isolation as well as the authentic care they participated in within these communities to rise to a level of critical consciousness and construct pedagogical philosophies of authentic cariño. Along their journeys to becoming *maestr@s,* supportive adults in their families, schools and other communities advocated for their educational success and / or promoted use of Spanish language and a continued connection to their own family heritages and cultures. I outline the different aspects of the *maestr@s'* philosophies that they mentioned in our interactions, and elaborate on those aspects that I most acutely observed as intersecting

with their choice of participant structures in the student teaching classroom. Across the *maestr@s,* I purposefully include a detailed description of collaborative learning and its intersection with their choice of participant structures, guided by my framework that emphasizes the importance of voice and peer interaction in multilingual contexts (Gutiérrez et al., 2009; Lee, 2008). However, this aspect shows up differently in all three cases.

Choice of Participant Structures

The *maestr@s'* pedagogical philosophies of authentic cariño intersected with the participant structures they chose in the student teaching classroom. While oftentimes particular participant structures are rigidly classified using a teacher-directed and student-centered binary, I utilize Golding's (2009) spectrum approach related to both purposes and outcomes of participant structures where different ends of the continuum of teaching practices are more or less constructivist and transmissive. Additionally, this approach takes into account both teacher and student agency. Grounded in research on multilingual learning environments, teacher-directed participant structures are defined as those that inhibit student talk and movement while more student-centered participant structures facilitate peer interaction and dialogue, collaboration, and experiential learning (García & Sylvan, 2011; Gutiérrez et al., 2009; Lee, 2008). Despite the static categories that we often use to describe participant structures, participants were quite dynamic in being able to manipulate them in creative ways.

Research highlights that the prevalent pattern is for teachers to choose teacher-directed participant structures (Cazden, 2001; Cuban, 1993), but that teachers need to use

a variety of different participant structures to best meet the needs of their students (Tabak & Baumgartner, 2004; Wells & Mejia Arauz, 2009). More teacher-directed participant structures do have value since there is potential to scaffold students' thinking to higher levels in whole class discussion and to promote discussion strategies where students build on each others' ideas (Escamilla & Hopewell, 2010). However, more often than not teachers rely on the IRE pattern (Cazden, 2001) characterized by brief student responses that do not promote enriching discussion. Call outs could be considered slightly more student-centered since students appear to have more agency in participating with this structure.

During lesson observations, all three *maestr@s* typically followed the common lesson pattern of whole group instruction on the rug followed by independent practice at table groups. However within both the whole group and independent practice, there was a lot of variation of participant structures. Within whole group, the *maestr@s* utilized a combination of participant structures within one lesson while they implemented one overriding participant structure during independent practice time. In different moments, students also displayed their agency by choosing to participate or abstain from participant structures or even initiating them. Since my visits were weekly and across a variety of subject areas, this provided a sampling of the participant structures they were using during the student teaching semester but by no means was a complete record of these participant structures nor of their frequency. These findings provide insight into the different participant structures that were present in these three *maestr@s'* classrooms who had participated in authentically caring communities and had articulated a sense of

critical consciousness of systemic inequities in schooling. Chapters 4, 5, and 6 illustrate Adriana, Carla, and Sergio's journeys through U.S. schooling, and how the evolution of their personal teaching philosophies of authentic cariño interacted with their pedagogical decisions in the student teaching classroom.

Additional Sensemaking Factors

In Chapter 7, the final findings chapter, I explore other factors that appeared to influence the *maestr@s'* choice of participant structures across all three participants in addition to their life experiences. The mentor teacher is one of the most powerful influences upon preservice teachers' pedagogy (Darling-Hammond et al., 2005; LaBoskey & Richert, 2002). Findings revealed that the degree of alignment between the *maestr@'s* pedagogical philosophy of authentic cariño and the mentor teacher's practice mattered, in terms of the participant structures that the *maestr@s* chose. Additionally, the university facilitator through the collaborative and interactive spaces of the post-observation conference and journal responses appeared to support the *maestr@s* in developing their pedagogy in alignment with their philosophy of authentic cariño. Finally, the *maestr@s'* perceived competencies in classroom management seemed to influence their choice of participant structures. The student teaching context is a complex space, and these findings lend insight into how we can better promote the use of more empowering pedagogy in multilingual contexts.

Chapter 4 – *Maestra* Adriana: Advocate and Musician

The next three chapters will present case studies for each of the bilingual preservice teachers. For each *maestr@*, I will provide an overview of their early home and U.S. schooling experiences followed by their pedagogical philosophies, and descriptions of the participant structures that they chose in the bilingual student teaching classroom. This chapter elaborates on how Adriana's life experiences shaped her conception of authentic cariño, which in turn guided her choice of participant structures in her kindergarten one-way dual language placement. Adriana was able to move to a position of advocacy for her ESL peers, even before she entered university, to support their academic achievement within a marginalizing school context. Additionally, of the seven participants in the larger study, she selected the most consistently student-centered participant structures for her students.

ADRIANA'S LIFE EXPERIENCES

Authentic Cariño in the Home

While growing up, Adriana's parents provided an authentically caring space where she was able to forge a positive Mexican identity, develop her Spanish literacy skills, and was encouraged to achieve academically. These experiences contributed to her formation of a pedagogical philosophy of authentic cariño that guided her choice of participant structures in the student teaching classroom. Adriana was raised in the northern Mexican city of Tulipa (pseudonym) until the age of 14 and a half, when she immigrated to the U.S. Her parents cultivated a space where Spanish language and Mexican culture were valued to a high degree and constantly affirmed. "Los dos hablan

español, que aprecian su lenguaje…Siempre estamos, todo como español, la cultura, el idioma, la escuela; todo el lenguaje académico fue en español *[Both parents speak Spanish, they value the language…We are always, everything in Spanish, the culture, the language, school; all of the academic language was in Spanish*]." Her family's ability to provide that authentically caring space where Adriana's ethnic identity and the Spanish language were valued likely related to spending most of her childhood in Mexico. During later periods when Adriana lived with extended family in the U.S. who tended to speak English, the immediate family continued to speak in Spanish, maintaining that deep connection to their identities and values.

Within that caring household in Mexico, Adriana developed a love for singing, playing and writing music that motivated her to develop her Spanish literacy skills from a young age. She recalled how she liked to keep track of the songs she learned in church or heard on the radio since music was her only form of entertainment as a child:

> Leía las canciones y las cantaba, y escuchaba en el radio, escribía la letra para cantarlas. Esa era como mi forma de entretenimiento, que no tenía nada más *[I read the songs and I sang them, and I listened to the radio, and wrote the lyrics to be able to sing them. That was my only form of entertainment; there was nothing else]*.

Adriana kept the church songbook in Spanish from her childhood; a symbol of how important reading, writing and singing songs in Spanish continue to be in her life. She would eventually learn to play the guitar and would incorporate these musical talents into the student teaching classroom, talents that were first nourished in the authentically caring spaces of the home and church.

Immigrating for Expanded Educational Opportunities

Family narratives around immigration contributed to authentic cariño in the home since they served to motivate Adriana's educational attainment. When Adriana was 14 years old, her parents decided that they should immigrate to the U.S. Adriana had just finished *la secondaria*, similar to U.S. middle school, and in order to continue her studies in *la preparatoria* her family would have to pay school fees, a cost that they could not afford. Her family's immigration was spurred by her father's desire for Adriana and her two younger brothers to have the opportunity to further their education. Like many families who immigrate to the U.S. Adriana's parents held high educational aspirations for their children (Suárez-Orozco, Suárez-Orozco & Todorova, 2008), hopes that were more likely to come to fruition in the U.S. where economic barriers would not prevent their children from attending.

Adriana's mother, who grew up in a *rancho* outside of Tulipa where her parents met, had to leave school at ten years old to work cleaning houses. Her father's schooling, in *la preparatoria,* was also curtailed since his parents needed him to work to help support the family. Adriana reflected that her father, particularly, had been a prime influence in motivating her to attain her university degree since he was left with that unfulfilled desire to go to university, stating, "Siempre me lo ponía a mi, que, 'Tienes que ir a la escuela. Tienes que estudiar.' Y entonces, yo creo que eso me animaba mucho [*He always held me to this expectation, saying 'You have to go to school. You have to study.' I believe that that really encouraged me*]." Adriana's parents took considerable risks in pursuit of expanded educational opportunities for their children, and Adriana's

awareness of these sacrifices contributed to an authentically caring family environment that encouraged her academic achievement.

Before the decision to immigrate, Adriana's father tried several times to cross into the U.S. in order to earn money for the school fees but he was deported on each occasion. Finally, Adriana's parents decided that she and her mother and brother would leave Mexico to go live with an aunt and uncle in the Texas city of Ranger (pseudonym) while they waited for their father and younger brother to join them. After six months in Ranger, her mother and brother returned to Mexico to join Adriana's father and other brother, and Adriana moved to the Texas city of Shale (pseudonym) to stay with another uncle and continue her schooling. It would be another eight or nine months before her family would reunite with Adriana in Shale.

Searching for Community amongst Isolation in U.S. Schooling

When Adriana spoke about her high school experience in Shale she expressed encountering periods of profound isolation related to lingüicism and racism, as well as looking for and encountering caring spaces, both inside and outside of school where her cultural and linguistic identities were valued and she was encouraged to achieve academically. Upon entry in South Shale High, Adriana was immediately enrolled in the ESL program. Separated from her immediate family, she felt isolated as she experienced the emotional violence of having her Spanish language and Mexican culture devalued by her mostly English-speaking peers and teachers. Adriana reflected on these experiences at South Shale High in a written autobiography that she completed for a university course

the semester prior to student teaching:

> Deseaba regresar a mi país porque sentía que estaba estancada en las mismas materias y no estaba aprendiendo nada nuevo. Aprender inglés se volvió en algo estresante, al punto que no quería hablar con nadie porque no me podía comunicar. Como adolescente quería socializar con jóvenes como yo, pero no me sentía aceptada…No podía entender porque el idioma para socializar era el inglés, y el español era el menos valorado. [*I wanted to return to my country because I felt trapped in the same subjects and that I wasn't learning anything new. Learning English was stressful, to the point where I didn't want to speak with anyone because I couldn't communicate. Being a teenager, I wanted to socialize with other teenagers like me, but I didn't feel accepted…I couldn't understand why English was the language for socializing and Spanish was the lesser valued.*]

Adriana felt overwhelmed by the demands of having to learn a new language in an unsupportive environment that devalued her language of Spanish, and the speakers of that language. Rather than providing the linguistic and academic support that Adriana sorely needed, she perceived the ESL program as lacking academic rigor and contributing to the Adriana's marginalization among her English-speaking peers. She recalled:

> Nunca faltaban los que hacían burla, que te decían a sentir mal porque hablas español. Y como yo tomaba clases de ESL, todos sabían que tomaba de ESL porque estábamos en los "portables" hasta afuera. *[Students were constantly making fun of those that spoke Spanish, making you feel bad because you spoke Spanish. And as I took ESL classes, everyone knew that I took ESL classes because we were in the portables outside.]*

Adriana was labeled and stigmatized as an ESL student, and as such was separated from the rest of the student body both literally and figuratively. This stigma and resulting mistreatment followed Adriana throughout her school life at South Shale.

While the ESL program was source of marginalization for Adriana, it also became a place of refuge. Adriana began to cultivate friendships with her peers in the ESL program, many of whom were Spanish-speaking and also came from Mexico.

> Me sentía segura, estando allí. No me gustaba estar…Sí, me hacía muy incómoda estar con personas que hablaban solo inglés. Porque sentía que no me podia comunicar y tenía miedo. *[I felt secure, being there. I didn't like to be…It made me uncomfortable to be with people who only spoke English. Because I felt that I wouldn't be able to communicate and I was afraid.*]

For Adriana, the ESL program became a safe haven within a hostile school environment where she could interact with her peers who understood and valued where she was from and the language that she spoke. In addition to the ESL community, Adriana joined a church group where she made other Spanish-speaking friends. Researchers have highlighted the social support that both ESL programs and communities of worship can provide immigrant youth (Ek, 2008; Harklau, 1994).

As Adriana transitioned into mainstream English classes, the stigma of being in ESL followed her with her peers and teachers. This corroborates other studies (Callahan, Wilkinson & Muller, 2010; Valdés, 2000) that students exited from ESL continued to be stigmatized, and often encountered barriers obstructing their academic success as a result. In her first year of mainstream classes, Adriana and other former ESL classmates faced a most painful educational experience at the hands of an insensitive teacher.

> Nos ponía a leer enfrente de todos en la clase y obviamente no sabíamos nada y, y era como una forma de avergonzar a los estudiantes, pero no más eso…No me dio feedback de mis trabajos so no sabía si yo estaba mejorando o no…Y en todos mis calificacciones, tenía un seventy, seventy, seventy. [*He made us read in front of the entire class and obviously we didn't know anything and, and it was like a form of humiliating us, but not only that…He never gave me any feedback on my assignments so I didn't know if I was improving…And all of my grades, I had a 70, 70, 70.]*

Adriana and her former ESL peers suffered great emotional harm in his classroom by having to perform in front of the class. She felt further dehumanized when her teacher did not provide feedback on her assignments, assignments she had worked hard on and

that she desperately needed feedback for to support her progression with English writing. Whether or not it was intentional, by giving Adriana a grade that was below average but passing, the teacher was likely able to stay below the administration's radar and continue to disservice this vulnerable group of students. Many factors likely contributed to creating these conditions such as the teacher's ignorance, exhaustion, and racism that are common in U.S. school environments serving English learners but rather than placing all blame on the individual teacher, it is the larger educational system and society that failed Adriana and her ESL peers (Apple, 2004; Leonardo, 2009; Suárez-Orozco et al., 2008; Valenzuela, 1999).

Consistent with research demonstrating English learners' inequitable access to college information (Callahan et al., 2010; Kanno & Varghese, 2010), Adriana described the South Shale High environment as marginalizing towards students who had ever been in the ESL program:

> Los niños que eran ESL nunca sabían o se enteraban de nada que les pudiera pertenecer a ellos. Por ejemplo, yo nunca supe que estaba en el Top Ten Percent hasta que casi me iba a graduar *[The ESL students never knew or found out about anything that could be important for them. For example, I never knew that I was in the Top Ten Percent until it was almost time for me to graduate]*.

Adriana felt frustrated by the lack of access to information, information that she and her peers needed in order to pursue a college education. Despite formidable obstacles, Adriana achieved a GPA that placed her in the top ten percent of her graduating class. In the state of Texas, this accomplishment automatically ensured that she would be admitted to any of the state's public flagship universities and receive scholarships, but she nearly missed out on receiving key information that would allow her to pursue university.

Alongside the mistreatment and inequitable educational experiences that Adriana received at South Shale, she also encountered caring school adults who acted as advocates for her academic success. Even though she had exited from the program, her ESL teacher, Miss Mona (pseudonym), continuously checked up on her grades. When Adriana told her that she was getting a 70 in her English composition class and that she didn't know why, Miss Mona went to speak to her teacher. When her teacher said that he gave Adriana 70s because she did not speak English well, Miss Mona went to the counselor and even to the principal to advocate for her, but in the end her grade remained a 70. Even though her grade did not change, this experience showed Adriana that a caring school adult was pulling for her success and contributed to an authentically caring space.

Miss Mona continued supporting Adriana with her academic goals by placing her in AP classes: "Yo tomaba clases AP. No tenía ni idea para que era. Y los tomaba porque mi maestra de ESL me ponía allí *[I took AP classes. I had no idea what they were for. I took them because my ESL teacher put me in them]*." Adriana was on the college track due to the ever-vigilant guidance of Miss Mona. While most white middle-class students have networks in place from birth to ensure that they will be on that college track, the vast majority of Spanish-speaking immigrant students have little or no contact with any adults who have been to college and who are able to effectively guide them in reaching university (Suárez-Orozco et al., 2008). Adriana and Miss Mona maintained that relationship even through university. Adriana shared, laughingly, that she recently sent her an email: "Miss Mona. ¡Ya me voy a graduar [*Miss Mona. I'm finally*

graduating]!" That caring relationship endured because it was authentic; Miss Mona had created a supportive space at school where ESL students felt free to speak Spanish and other languages, and she was deeply invested in their academic success. This provided yet another caring space that helped Adriana make sense of her multiple identities and experiences in order to forge a pedagogical philosophy of authentic cariño for her students.

In addition to Adriana's ESL teacher, the district immigration advisor Ms. López (pseudonym) also acted as advocate for Adriana's academic success. Ms. López was in charge of spreading the vital information to undocumented students, like Adriana, that they would be able to attend university. She recalled that Ms. López gathered many of them together: "Pero muchos, como que no tenían el interés. Ya estábamos en el grado doce…Ya habían perdido todo el deseo…Sus grados estaban muy mal *[But many weren't interested. We were already in 12th grade...They had lost the desire. Their grades were really poor]."* While Adriana was on track with her coursework and grades to be able to attend university, other undocumented students were not. Attending university is something that middle-class Americans plan for far in advance, and these students were suddenly informed that they had the opportunity during their last year of high school. In Adriana's estimation, this was part of a larger pattern of ignoring the needs and rights of English learners like herself.

Adriana recognized that Ms. López could serve as an important resource for getting to university and she began to meet with her weekly. Ms. López guided her through the application process and even took her to a seven-week college-readiness

program located at a Texas university. "Ella fue quien lo hizo, en realidad, abrir todas las puertas para mi, para ir a la universidad. Que yo no tenía ni idea [*She was the person who really opened all of the doors for me to go to university]*." As Adriana began to gain knowledge about the college process through her caring mentors, she spread this information to her isolated peers in the ESL community. Every time she shared new knowledge with her ESL friends they had the same reaction, "¿A poco? No sabíamos [*Really? We didn't know*]." This gave her the idea to start a club to help other ESL students.

Advocating for her ESL Peers

Adriana drew strength from these authentically caring spaces, and moved to a position of advocacy for her often-overlooked ESL peers. She started the International Club during her senior year, with the support of a teacher, as a place for students from Mexico, Iraq, Iran, and other countries to help each other with homework and to facilitate the spread of college information. Adriana returned a year after graduation to see the club in action and this is what she said, thinking back upon that visit: "Ay, que padre. Salió por eso, porque los muchachos de ESL no tenían conocimiento de nada, de lo que era importante como GPA, clases AP *[It was so cool. It had come to fruition, to meet the needs of the ESL students who weren't given information about anything that was important like GPA or AP classes]."* Within her caring communities of her ESL peers, church group, and mentors, Adriana had the support necessary to be able to reflect and to develop a critical consciousness of the unjust and inequitable schooling system in place at South Shale. Out of this consciousness, she moved towards advocacy so that other ESL

students could reach their academic goals in a system that positioned them at a disadvantage. That knowledge that had been hidden away from them, or provided too little too late, was power.

Adriana began her studies at CU (pseudonym), a top public university located in Shale. During her first semester, she continued her relationship with Ms. López, the district immigration advisor, by volunteering at South Shale High to provide college information to other immigrant students. Adriana connected her volunteer work to her family:

> Pueden ser mis hermanos que están perdiendo toda la informacíon. Tenía siempre ese deseo de que ellos, también, superian más de eso. Entonces, hice como un semestre con ella, haciendo trabajo voluntariado. *[It could be my own brothers who are missing out on all of this information. I always had this desire that the ESL students would know more (about the college process). So I spent a semester with her, working as a volunteer.]*

The authentically caring spaces in Adriana's life, with people who shared and supported her values of Spanish language, Mexican culture, and university success, propelled her to take on advocacy roles for others. Adriana viewed the immigrant students as family, as members of a caring community. She had a deep desire to give back to that community that had supported her during her time at South Shale. Adriana would later recreate this conception of a family at school in her own student teaching classroom through the pedagogical decisions that she made.

Isolation at University

Despite her continued advocacy work, Adriana felt very isolated during her first two years at university. Even though she made good grades it was very stressful.

> No tenía el apoyo de nadie. Estaba en Social Work…Pero, ay, sentía tan incómoda por lo mismo, por el idioma. *[I didn't have support from anyone. I was in the Social Work program but I felt so uncomfortable there for the same reason as always, because of the language.]*

Adriana felt isolated because she was surrounded by English speakers and without a caring community. She eventually dropped all of her Social Work classes because she wasn't enjoying them and she did not want to be there. Her one refuge at CU was daily lunch with three friends she had graduated from South Shale High with. One of these friends was in the bilingual education program and Adriana's interest was piqued as she learned more about the program, and she decided to join the following semester. Her caring community of friends from high school opened the door for Adriana to choose bilingual education. Similar to findings in another study of immigrant university students of color (Kim, 2009), Adriana heavily relied upon peer networks in seeking information and decision-making rather than seeking out institutional agents such as faculty and advisors.

Halfway through her first semester in the bilingual education program, Adriana left the university. She shared her thoughts in coming to that decision:

> Dije, "Puedo estar estudiando y no tengo papeles para trabajar. Mejor, arreglaré mis problemas en mi casa y hago lo que yo quiero hacer." Porque me sentía muy estresada. *[I said to myself, "I can study but I don't have papers to work. Better that I take care of my problems at home and do what I want to do." Because I felt very stressed.]*

Since she was undocumented, it was difficult to stay motivated to do well academically when it was unlikely that she would be able to work upon graduation. Coupled with the stress of family problems, she decided to take time off. As an undocumented student,

Adriana had more obstacles to achieving her goal of a university education (Gonzales, 2010).

Entering into a Caring Community at University

Adriana returned to CU and to the bilingual program after a two-year break. During that time, she had fallen in love with and married a man she had known for years from her church community so her immigration status was no longer an issue. Within the bilingual program, even though she enjoyed what she was studying she did not immediately feel part of a caring community. She had hoped that Spanish would be much more present than it was:

> No me gustaba hablar con nadie, porque todos hablaban inglés. Era como el idioma, la regla, la ley de hablar en inglés. Y yo todavía no había desarrollado ese deseo por el bilingüismo, yo misma. *[I didn't like speaking with anyone, because they all spoke English. It was like the unwritten rule was to speak English, and I still hadn't developed a desire for bilingualism within myself.]*

English seemed to be the rule even within the bilingual program at the university, and Adriana felt separated from that community because of the language and since many of her classmates had taken classes together previously. She struggled to become part of the community but little by little during that first semester, she built relationships with her peers in the cohort during class as they were assigned group tasks:

> Tenía que forzarnos trabajar en equipo…Pues, hasta que nos comenzaron a juntar, cuando empecé a sentir que estar con otras personas me ayudaba a aprender, y me ayudaba a sentirme segura, a disfrutar lo que estaba haciendo. *[They had to force us to work in groups…It wasn't until we begin to work together that I began to feel that working with others helped me to learn, and helped me to feel more confident, to enjoy what I was doing.]*

Since Adriana had to work in groups in class she ultimately came to appreciate the support and enjoyment that came from working together. She also became part of that caring community as she was able develop personal relationships with her peers in the context of group work in her courses. Research on the benefits of cooperative learning supports that peers are able to develop positive social relationships to create a deeper sense of community (Gillies, 2004; Slavin, 1980; Smith, Sheppard, Johnson & Johnson, 2005), both in K-12 and university classrooms. Drawing from her life experiences, Adriana would later incorporate cooperative group lessons into her student teaching classroom.

Adriana came to recognize, that even though English was commonly spoken by her peers in the program, Spanish was still valued.

> Cuando escuché hablar español a una de mis profesoras en clase, por primera vez sentí que mi idioma tenía valor. Conforme iba transcurriendo el semestre, estaba convencida que estaba en la carrera correcta. *[When I heard one of my professors speak Spanish in class, for the first time I felt that my language had value. As the semester passed, I was convinced that I was in the right field.]*

After years of searching, Adriana found that space at CU where Spanish language was valued and she could finally express herself fully. The powerful experience of having her professor speak Spanish in a university classroom affirmed her home language's value in that setting and gave Adriana permission to use all of her linguistic resources to make meaning. As Adriana became part of the community in bilingual education, she felt at home. In her student teaching classroom she would also make that important link between being able to speak the Spanish language and belonging to a caring community

by choosing participant structures that enabled students to use all of their linguistic resources.

Identity Work

As she became part of this caring community within the bilingual education program, a space where who she was and where she came from was valued, Adriana and the other *maestr@s* were able to critically reflect upon their past educational experiences in U.S. schooling. During coursework in the bilingual program, students completed several projects and written assignments designed to stimulate reflection of prior schooling experiences in hopes of fostering a positive multilingual and multicultural identity to counter the negative and oppressive experiences that bilingual preservice teachers often encounter in their schooling (Sarmiento-Arribalzaga & Murillo, 2010; Valenzuela, 2014). Two examples include making journey boxes that contained items and photographs of objects, events, and people from their families, communities and school that shaped their journeys towards becoming multilingual and multiliterate adults, and writing reflective autobiographies of their schooling experiences. During the life history interview, in thinking back upon her experiences at South Shale High Adriana commented, "Si hubiera recibido atención, o ayuda, hubiese mejorado muchísimo. No hubiese tardado tanto tal vez para aprender más el idioma académico en inglés *[If I had received the attention, or help, I would have improved much more. Perhaps it wouldn't have taken me so long to learn academic English]*." Adriana articulated an awareness of the injustices she encountered in her education that still affect her today; that disservice at

an institutional level because she was labeled and stigmatized as a Spanish-speaking English learner.

Through coursework, Adriana was also able to engage in important identity work that contributed to her development of a critical consciousness of societal inequities, and ultimately shaped her pedagogical philosophy of authentic cariño. In addition to learning about the history of Latinos, and specifically of Mexican origin peoples, in U.S. schools and society, instructors guided the *maestr@s* in exploring their cultural / ethnic identities. Through that reflective process, she was able to move towards an identity that made sense to her. Adriana reflected upon how the racial categories that were thrust upon her when she entered the U.S. were confusing. She was first asked if she were Black or white, and later began to hear other terms:

> Empecé a escuchar los términos, como Hispano, Chicano, y ya fue cuando me confundí. Yo dije, "O, Latino y Latina." Y dije, "O, me gustaría ser Latina y ese me hacía como padre como, "Ah, que chido, ¿no? Ser Latina." Pero yo decía, "No, yo soy mexicana."…Yo sé de donde soy, de donde provengo, por de donde nací, por mis papás. Entonces, yo me consideraba siempre mexicana. *[I began to hear terms like Hispanic, Chicano, y then I got really confused. I thought, "Oh, I'd like to be Latina because that seems cool." But I told myself, "No, I am Mexican."...I know where I am from, where I come from, where I was born, from my parents. So I consider myself always Mexican.]*

She arrived at the conclusion that she is Mexican, first and foremost. These spaces within the bilingual program were necessary to help Adriana come to terms with the socially constructed, yet powerful, racial identities that are imposed upon students of color. That caring community provided her with the emotional and intellectual resources to sift through these different identities and choose the one that she felt fit her.

With her memberships in the authentically caring communities of the bilingual education program and her local church community, Adriana constructed a firm bilingual identity. Before she had felt embarrassed to admit that she spoke Spanish and would act very solemn around others so that they would not find out, but at the time of the study she loved to say that she was bilingual and encouraged the youth that she taught in her church group to learn Spanish and English:

> Estamos aprendiendo en inglés y en español…Me siento segura con los dos. Pero ahora pienso que yo tengo más apreciación por ambos idiomas. Siento que es lo mejor. Quiero que todos lo hagan, si tienen la oportunidad de hacerlo. [*We're learning in English and Spanish…I feel comfortable with both. But now I think I have more appreciation for both languages. I think it's the best. I want everyone to be able to do it (become bilingual), if they have the opportunity.]*

During her time at the university, Adriana led children's and youth activities at her church. Once Adriana cultivated and reconciled a value for bilingualism within her caring communities, she was able to act as advocate for the Spanish language with the children at her church. Many of these children were Latino and came from Spanish-speaking homes. By achieving this bilingual identity, she could finally feel proud of her Spanish language. She also displayed this advocacy when speaking about her desire to become a bilingual teacher.

> Pienso que como maestra, yo quiero dar este ejemplo, este modelo a los estudiantes que estén en mi salón, para que ellos también crezcan con ese deseo de, también de aprender dos idiomas, y de nunca poner uno menos que el otro. *[As a teacher I want to be this example, this model for my students, so that they will have this desire to learn two languages, and to never put one as less than the other.]*

Adriana aimed to be a model of bilingualism for her students and of valuing both languages. The communities of authentic cariño in which she had participated both

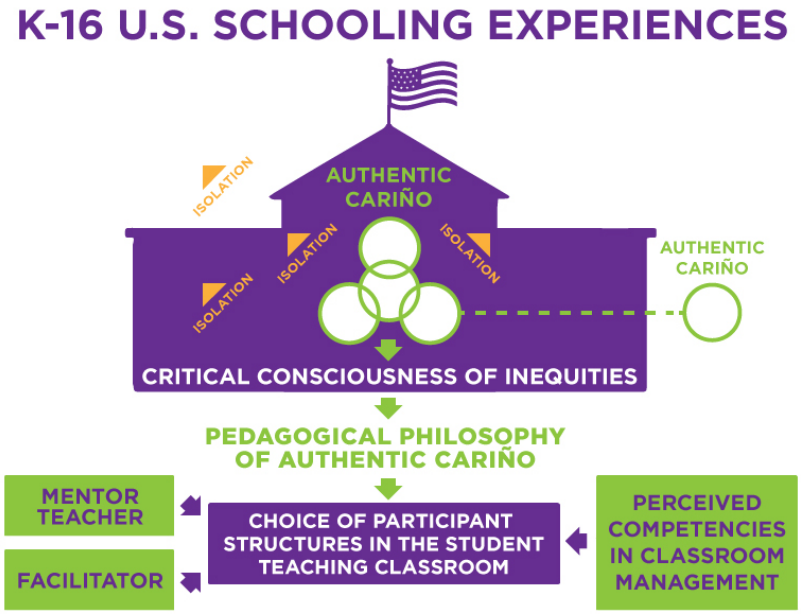
inside and outside of the university helped propel her to a place of advocacy for other Mexican-origin emergent bilingual students that she would have in her classroom, and influenced her choice of particular participant structures.

Adriana's Pedagogical Philosophy of Authentic Cariño

Adriana actively constructed a pedagogical philosophy of authentic cariño through her membership in caring communities. These communities valued her linguistic and cultural identities and her life experiences, and supported her academic achievement. In our weekly post-observation conferences, journal responses, and during member checking Adriana clearly articulated this philosophy that she held for her Mexican-origin emergent bilingual students. Several themes emerged that embodied Adriana's pedagogical philosophy of authentic cariño, and all of these themes overlapped with the other two *maestr@s'* philosophies. These were: active and hands-on learning, learning as collaborative, positioning students as knowledgeable experts, attending to students' well-being, the classroom as a place of fun, and contextualizing the curriculum.

I will elaborate on the first three of these aspects and their intersection with Adriana's choice of participant structures. Figure 4, also located in the findings chapter introduction, illustrates the interconnection between Adriana's life experiences and her pedagogy in the student teaching classroom.

Figure 4. The *Maestr@s'* Choice of Participant Structures



Active and Hands-On

As part of her philosophy of authentic cariño, Adriana articulated that active and hands-on activities kept students engaged and were more enjoyable. During member checking, Adriana related that she preferred to have students move around during a lesson:

> No es como algo, como solamente estás trabajando en la mesa…Me gusta que sea como un poco más interesante. "Okay, miramos acá. Ahora, ponemos de pie." Que sea algo que no se esperen. Me gusta que están en movimiento. [*It's not like, just working at their tables the whole time…I like it to be a little more interesting. "Okay look over there. Now, let's stand up." That it's something unexpected. I like them to be moving around.]*

Adriana wanted to keep students active. She liked her mentor teacher's lesson structure of starting students on the rug, moving to the tables, and then gathering on the rug at the

end since students moved around the room, and she also implemented a lot of kinesthetic response during whole group instruction.

Adriana viewed recess as crucial for learning. In an early March post-observation conference, Adriana noted that students had difficulty staying engaged since they had missed outside lunch recess due to cold weather. "Pienso que necesitaban recess. Porque, por el tiempo...y no podían salir…Sí, pienso que es importante recess para antes de comenzar la clase [*I think they needed their recess. Because of the weather…and they couldn't go out…Yes, I think recess is important to have before beginning class]*." While recess is often framed by classroom teachers as a privilege, Adriana viewed it as a right and a necessity. In order for students to be able to focus in the classroom, they needed that unstructured time to move around freely.

Adriana also regarded hands-on activities as important for learning. In member checking, she related how working with play-doh was a fond memory she had from schooling in Mexico since she could use her creativity and "hacía como yo quería [*make it how I liked*]" and had been excited to give her students this opportunity. She put this into practice with the social studies lesson on landforms in her first week of Total Teach. In Adriana's post-observation reflection she wrote:

> I loved that they could represent what they learned through play-doh models. I was happy to hear the students talk at the end of the day about how much fun they had using play-doh. This makes me reflect on how fun and meaningful learning can be to kindergarteners when we use hands-on activities.

She drew satisfaction from the thought that her students continued to talk about the activity near the end of the day. Hands-on activities made learning fun and meaningful.

Learning as Collaborative

Adriana wanted her students to engage in collaborative learning in both partners and groups, where students had increased opportunities for interaction and could act as peer teachers for each other. She modeled and practiced skills with students on how to work together to scaffold their success in participant structures that are often overlooked in K-12 classrooms.

In a late February journal response, Adriana voiced the benefits for students' academic and social growth in implementing participant structures like the pair share.

> I have seen that many of my students participate or try to participate more during the lesson with this strategy (pair share)…I want my students to feel respected and valued in the classroom and allowing them to talk can help them feel accepted. I do not want to come up as an authoritative figure, but as someone that facilitates their learning in the class.

In addition to increased participation, and feeling respected and valued through the use of pair shares, Adriana also talked about increased confidence and exposure to new ideas that students received through sharing their ideas with a classmate. Use of pair shares aligned with Adriana's pedagogical philosophy of authentic cariño since it allows for shared power with students. Their voices become more prominent and the teacher's voice less so as students are provided opportunities to interact with their peers, share their opinions and ideas, and learn from each other. Consequently, students feel respected and valued.

I observed Adriana scaffold collaborative skills during whole group instruction in an English math lesson in early April. Adriana modeled how to share their finished math story problems with partners on the rug: "Why don't you show it to your partner? Like

this is Ana's (held up paper to the class) and I'm showing it to Gilberto. Look Gilberto, this is what I did." She then moved between the pairs inquiring to quiet partnerships, "Did you show it to them? Tell them what you did." While this may seem like a simple thing to do, oftentimes students are not explicitly taught how to share their ideas with their classmates (Hayes, 2005; Maloch, 2002; Nussbaum, 2003). Adriana successfully facilitated talk among the partnerships during the only subject of the day that was taught in English to all emergent bilingual students.

At the end of student teaching, Adriana was excited to go forward with cooperative lessons in her future classroom. She reflected upon the ladybug cooperative lesson after her final observation in April, writing:

> Me dio gusto saber que los estudiantes aprendían mutuamente y que el objetivo se estaba cumpliendo de una manera más interactiva y divertida. Después de la actividad, muchos estudiantes me comentaron que les había gustado mucho trabajar en grupos y hacer la mariquita juntos. *[It pleased me to know that the students were learning the objective together in a more interactive and fun way. After the activity, many of the students told me that they had enjoyed working in groups to make the ladybug.]*

She also wrote about how the cooperative task functioned to highlight the importance of collaboration for students, not only in school, but as an important life skill in learning how to relate to others. Adriana was convinced that cooperative lessons with defined roles provided not only the opportunity for more peer interaction and fun, but also increased learning and taught valuable interpersonal skills. Cooperative learning embodied her values of authentic cariño and she aimed to implement this participant structure more often in the future.

During member checking, Adriana noted her preference for an interactive classroom and connected it to her personal experiences. She felt that her learning experience during university was enhanced by having that freedom to talk to a classmate about their lives as they engaged in course material, and believed that her students also benefited from this environment:

> Simplemente, tienen el espacio de decirle algo, "¡O! Y ayer hice esto." Y se hace el día más ameno, más divertido, más relajado. Pienso que cuando dejas que los estudiantes, en vez de trabajar callados, si los dejas que hablen, disfrutan la actividad más, como yo la disfruté. [*They have the space to say, "Oh! Yesterday I did this." And it makes the day more pleasurable, more fun, more relaxing. I think that when you let students, instead of working silently, if you let them talk, they enjoy the activity more, like I did.]*

At the culmination of the semester, Adriana drew from her own experiences to elucidate the more humanizing components that an interactive classroom provides. She wanted her students to have that freedom to be comfortable and to talk about other things as they learned, which flowed from her philosophy of authentic cariño. An interactive environment welcomes students, with all of their ideas and experiences, and places them as human beings first rather than as empty receptacles to be filled with knowledge (Freire, 1970). Learning would not occur in spite of, but because of, this caring space.

Students as Knowledgeable Experts

Adriana viewed knowledge as distributed, and she recognized the potential for expanded learning when students were placed in the role of expert. Accordingly, she provided opportunities to flip the traditional script between teachers and students so that they could share their knowledge in front of the class. In a mid-March journal response, she shared that by having students act out the different phases of the water cycle in group

presentations for the lesson closure, their learning was expanded. She noticed that some of the lesson concepts were abstract and used kinesthetic response in conjunction with academic vocabulary to scaffold their understanding of complicated material. The group presentations provided another opportunity for students to practice their new knowledge of the water cycle "de una manera divertida y significativa [*in a fun and meaningful way]*," to reinforce concepts for the rest of the class, and for Adriana to gauge their understanding. Her caring philosophy guided her choice of a fun and meaningful way for students to both share and practice abstract concepts.

The following week, I observed her students close the Texas state symbols lesson with individual presentations. In our post-observation conference, Adriana noted how impressed she was with the knowledge they displayed in these presentations: "I don't expect them to remember, like, el nogal, el árbol [*pecan tree],* or the bird, which some of them DID draw." Students had far surpassed her expectations of their knowledge of state symbols, even remembering "el cenzontle [*mockingbird*]" which Adriana said she had had a difficult time locating the correct term in Spanish since there were various names and spellings online. When her students were given the space to show what they knew in an authentically caring environment, they flourished.

After the cooperative ladybug task, Adriana reflected upon the group presentations. While she felt the presentations helped her evaluate student understanding, she also pondered alternative ways to structure them. She wrote:

> Aunque pude escuchar a todos los estudiantes mencionar partes de la mariquita, me hubiese gustado que cada miembro del grupo mostraran lo que aprendieron al pasar al frente, en vez de tener a un solo miembro diciendo lo que todo el grupo aprendió.

> [*Even though I could hear all of the students mention the parts of the ladybug, I would have liked each member of the group to show what they had learned, instead of just having one member share what the whole group learned.]*

Adriana continued to reflect upon this participant structure so that she could broaden access. She wanted each of their voices to be heard in that empowering space where students were positioned as knowledgeable experts in front of the class.

Adriana's Choice of Participant Structures

Adriana's pedagogical philosophy of authentic cariño influenced her choice of participant structures in the student teaching classroom, in addition to other factors that she considered in her sensemaking process, which I will elaborate on in Chapter 7. During the eight classroom observations Adriana tended to follow a lesson pattern of whole group on the rug, students working independently or collaboratively at table groups, and then returning to the rug for closure. Within these whole group and independent practice segments of the lesson, Adriana implemented a variety of participant structures along the spectrum of teacher-directed to student-centered, listed in Table 2. Of the 19 participant structures that I coded among the *maestr@s*, I observed Adriana use 17 of these. Depending upon the nature of the task and the outcomes within a particular context, these participant structures could be interpreted as more teacher-directed or more student-centered along a spectrum, depicted in Figure 2 in Chapter 3, a spectrum that I took into account during my coding.

Table 2. Participant Structures Observed in Adriana's Lesson Observations

ON THE RUG	AT TABLE GROUPS
Raised hands	Independent work
Call outs	Hands-on independent task
Random turn with namesticks	Small group instruction while students work independently
Calling on specific students	Task where some work independently and others collaboratively
Kinesthetic response (KR)	Hands-on collaborative task
Choral response (CH)	Pair work
Simultaneous KR / CH	
Student expert leads class	
Pair share	
Pair work	
Group presentation	

Whole Group Instruction on the Rug: Struggling Against the Teacher-Directed Tide

The pattern of relying heavily upon raised hands and call outs is typical of most K-12 classrooms in the U.S. (Cazden, 2001; Cuban, 1993), and these participant structures are generally teacher-directed since they only allow one or a few students to participate at a time with brief responses, often privileging the voices of certain students while silencing others (Erickson, 2004; Shulman, 1987). In whole group instruction I observed Adriana use the heavily teacher-directed participant structures of raised hands and call outs in every lesson observation but the first, which was a 15-minute snippet of a choral response classroom routine.

Students tended to answer with a mixture of call outs and raised hands and continued on this course unless Adriana explicitly stated "Acuérdanse de levantar la mano [*Remember to raise your hand*]" and modeled her hand in the air to reinforce that she wanted students to raise their hands in order to participate. Students generally

followed these explicitly stated guidelines. As the semester progressed, Adriana would more often explicitly state from the beginning of the lesson that students should raise their hands and would provide verbal or visual reminders. While teachers provide the structure for participation, students always have agency in whether and how they choose to participate.

Teacher-directed participant structures can serve to promote student voice and construct students as knowledge creators and possessors. On several occasions I observed Adriana use revoicing, or restating a student's contribution to the class, like in a March science lesson on clouds and the weather when she called on Angel's raised hand and he shared that, "Las nubes se ponen grises [*The clouds turn grey*]" which she restated more loudly for the class and added, "Muy buena observación, Angel [*Excellent observation, Angel*]." Revoicing can promote a larger voice to students' contributions by recognizing them as knowledge possessors among their peers (O'Connor & Michaels, 1996).

In addition to relying on raised hands and call outs, Adriana used other strategies to call upon students whole group. During one lesson observation in February, Adriana called on specific students to answer comprehension questions about the read aloud. While this is still heavily teacher-directed, calling on specific students potentially widens participation since volunteered turns tend to include only a small portion of students (Erickson, 2004; Shulman, 1987). In other moments, she chose students randomly by selecting names written on popsicle sticks, such as in two lesson observations in February and late March. Both times Adriana used namesticks, she first had students talk in

partners so that they had the opportunity to share ideas in a comfortable environment before speaking in front of the class. The namestick participant structure, while still teacher-directed, has the potential to include different student voices without the influence of teacher bias.

Moving Towards Shared Responsibility and Active Learning

In addition to these more teacher-directed participant structures, I also observed Adriana use participant structures that appeared to fall between teacher-directed and student-centered structures including choral response, kinesthetic response or a combination of both. Choral response and kinesthetic response both promote wider active student engagement or voice but without the opportunity to develop ideas fully. Adriana incorporated choral response into six of eight lesson observations. In a lesson observation at the end of March, after students shared out work in front of the class Adriana asked their peers to choose a cheer to show appreciation: "Muy bien, Fernando. ¿Qué le vamos a dar a Fernando [*Very nice, Fernando. What are we going to give Fernando]*?" after which a girl called out "¡Una tortilla!" and students patted their hands together to shape the imaginary tortilla. When the next student had shared out her favorite Texas symbol, without being prompted a boy called out, "¡Vamos a darle un Hip Hip Hooray [*Let's give her a Hip Hip Hooray]*!" and students offered up the cheer for her. While Miss Torres (pseudonym) set the routine of doing cheers as a sign of appreciation for presenting work in front of the class, she told students which cheer they would do. Adriana extended this by allowing for student choice, and created a space for shared power as students momentarily moved into the teacher role by telling their peers

what cheer they would do. Adriana facilitated students' ability to take ownership of the classroom interaction, thus rendering what could have been a more teacher-directed participant structure into a more student-centered one. During the following week's lesson, Adriana reverted back to the routine of choosing the cheer that students would give their classmates.

Adriana heavily utilized choral response during the first two language arts lesson observations in February. Shale school district required teachers in pre-kinder and kindergarten classrooms to implement a daily routine called Heggerty[1], supposedly to promote phonemic awareness, where teacher led students through a serious of low-level choral repetition and response taking words apart by sounds or syllables and putting them back together in the original word or changing syllables to make new words. Some gestures, or kinesthetic response, were used during part of the routine such as making a chopping motion with hands as students separated words into segments. All three *maestr@s* voiced frustrations with the low-level Heggerty routine and worked to make it more meaningful and interactive for their students, as viewed through their pedagogical philosophies of authentic cariño.

Adriana put forth considerable effort to move towards student-centered spaces despite pressures to teach in teacher-directed ways. She incorporated choral and kinesthetic response to make learning more engaging for students. During the third lesson observation of Heggerty in February, Adriana debuted her guitar skills, which

---

[1] The Heggerty phonemic awareness curriculum consists of daily lessons containing the ten skills of: Letter naming, rhyming, adding phonemes, deleting phonemes, substituting phonemes, and language awareness. Lessons are meant to be conducted whole class in 12-15 minute lessons with the understanding that students who are struggling will benefit from multiple repeated exposures to these lessons (Literacy Resources, Inc., 2013).

increased student participation and was accompanied by some giggles of enjoyment. Social studies lessons also were a subject area where Adriana found multiple opportunities to engage students with content using choral and kinesthetic response.

In a lesson on Texas state symbols near the end of March, after building background knowledge with a read aloud Adriana asked students to chorally repeat the phrase "Los símbolos de Tejas [*The symbols of Texas*]" since that was the focus of the lesson and then projected photos onto the screen of the state flag, bluebonnets, an armadillo, the capitol building, and a longhorn as students responded enthusiastically with the phrase "¡Eso es de Tejas [*That's from Texas*]!" Other lessons included a combination of kinesthetic and choral response such as an April social studies lesson where students practiced key landform vocabulary by chorally responding with "¡Montaña [*Mountain]*!" and "¡Isla [*Island]*!" as they formed accompanying gestures to contextualize the landform's meaning. By using choral and kinesthetic response during whole group instruction, Adriana was able to successfully encourage active student engagement in a portion of the lesson that was often dominated by raised hands and call outs.

Student-Centered Learning

Adriana also implemented a number of student-centered participant structures during whole group instruction including pair shares, more extended pair work, and opportunities for students to individually present their learning to the class or to lead the class in an activity. I observed her use pair shares with students on two occasions. In a February language arts lesson, she began by asking students to pair share about the lesson

objective, which she followed with choosing namesticks: "Habla con tu compañero. ¿Qué estamos estudiando esta semana [*Talk with your neighbor. What are we studying this week]*?" Nearly all students were talking with their partners, a routine students were used to since Miss Torres (pseudonym), her mentor teacher, often used pair shares to highlight the objective. In an April math lesson, Adriana extended this to have students orally share math word problems they had created with their partners as a closure activity. Pair shares provide valuable opportunities for all students to orally participate and connect their life experiences to the curriculum.

Adriana also placed students in a leadership role in front of the class. In the first two lesson observations where students followed the Heggerty phonemic awareness routines, Adriana had a student come sit in the teacher chair to lead part of the routine by holding up notecards with letters of the alphabet. There was a marked increase in participation during this segment of the lesson, as more voices joined into the choral response led by their peer.

Participant structures, such as pair work, that allow all students to have longer and deeper interactions or that place them in the role of knowledgeable experts embody student-centered learning. I observed Adriana use pair work during whole group instruction on one occasion during an April science lesson on the weather where she had students partner up on the rug to engage in a brief science experiment on vapor and cloud formation. Adriana led the students through a demonstration of water vapor, "Vamos a exhalar [*We're going to breathe out*]" as she modeled breathing into her hand and students followed along. "Ponte con tu compañero. ¿Cómo se siente [*Get together with*

your partner. How does it feel]*?"* Students alternated breathing into their hands as they discussed how their breath felt warm and wet. Then she passed out a spoon to each pair and had one partner breathe onto the spoon and then discuss before guiding them in a discussion of how the vapor formed when the warm air came into contact with the cold spoon. The hands-on science experiment with opportunities to share their observations and make meaning with their peers allowed students to become active knowledge-constructors.

During three consecutive observations in March and April, Adriana placed students in the role of expert in front of the class. To begin the weather lesson, two students were selected to be the daily weather forecasters. They approached the front of the room and stood in front of a cardboard cutout TV screen suspended with fishing line so that their torsos and heads appeared in the frame. Adriana guided them in delivering the weather forecast: "Ustedes son meteorólogos. ¿Cómo está el clima de hoy [*You are weather forecasters. What is today's weather like*]?" to which the forecasters replied, "El clima de hoy está frío [*Today's weather is cold*]." She also encouraged the forecasters to provide more details that connected with the curriculum by asking what clothing they would wear with this weather. Near the end of the lesson, she referred back to the students' forecast asking, "¿Qué dijeron los meterólogos? ¿Qué hacía frío o calor [*What did our meteorologists tell us? That it was cold or hot]*?" This participant structure powerfully placed students as knowledgeable experts about the topic of study, as weather forecasters, in front of the class.

Adriana also implemented opportunities in the next two lesson observations, in March and April, for students to be positioned as experts during the closure of the lesson. On both occasions, students volunteered to individually present their work in front of the class as Adriana guided them. In the Texas state symbols lesson, when Adriana asked who had a symbol they would like to share, every single hand went up in the circle. As student presenters showed their drawing of their favorite Texas symbol and orally shared why they had chosen that particular symbol, their peers admiringly called out, "¡Guau! Con muchos detalles [*Wow! So detailed*]" and "Está bonito, Maestra [*It's pretty, Teacher]*." Adriana had created a caring space for students to honor and appreciate each other's knowledge and work, and the students responded in kind.

Independent Practice at Table Groups

I observed no examples of teacher-directed participant structures during independent practice. Students appeared to be engaging either in student-centered learning or in activities that were heading towards more interactive approaches.

Approaching student-centered. Adriana incorporated small group instruction in a late February language arts observation. Following an interactive folktale activity, students either worked independently on a graphic organizer to identify the main events of the folktale or engaged in guided reading with Adriana. Small group instruction, such as guided reading, allows the teacher greater latitude to individualize and scaffold instruction than in whole group and proffers increased potential for student interaction (Foorman & Torgesen, 2001; Maloch, 2002).

Student-centered. In five of the six observations that included independent practice either at table groups or outside, Adriana used student-centered participant structures. These included centers activities, pair work, a hands-on activity that included student choice, and collaborative tasks. In early April, students engaged in addition centers that involved manipulating tiles or paper squares, a game where students shook a container to pour out red and yellow counters, or wrote their own story problem. Each activity required them to write an accompanying number sentence. Only the counter game necessitated students to work in partners, but there was fairly constant conversation among students as they worked at all of the centers. The hands-on nature of three of the centers and the student choice built into the story problem center likely promoted these interactions.

Students worked in pairs, during both guided and independent practice, during the science weather lesson at the beginning of March. After students observed photos of different types of clouds and conducted vapor experiments on the rug, Adriana provided them with viewfinders and they marched outside in pairs. This connection between the curriculum and real life stimulated conversation as students excitedly observed and commented on the different types of clouds.

In the social studies lesson on Texas state symbols the final week of March, what was structured as a hands-on independent task at tables manifested as a student-centered activity since students had the freedom to choose their favorite symbol to draw, color and write details including why they chose it and information about the symbol. Students engaged in extensive conversation as they worked, showing each other their drawings

and talking about the symbols and other topics. At one point, two students engaged in language play at their table by creating rhymes: "Di vaso [*Say* vaso]." "Vaso." "Vaso es un balazo [Vaso *is a* balazo]." The nature of the task, where students had the freedom to select whichever symbol they connected with and to create a depiction of the symbol, allowed them to take ownership over their learning and stimulated talk.

In Adriana's final two lesson observations, students partook in participant structures that could be characterized as truly collaborative. By intentional design to promote collaboration, students shared limited quantities of green, blue, white, and brown play-doh with their tablemates in order to form and label all five geographic features of an island, mountain, hill, valley, and plain on their individual paper plate. Before and during the activity, Adriana scaffolded the sharing, "¿Vas a usar TODA la plastilina [*Are you going to use ALL of the play-doh]*?*"* as she playfully grabbed all of one color from the container at once to which students responded in unison, "¡No!" As they worked, most of the interactions involved negotiating the shared materials or discussing the different geographic features through comparison and connecting with their background knowledge.

The final lesson observation was the assigned cooperative lesson, which all of the student teachers had to complete on a date of their choosing during their placements. For this assignment, student teachers planned and taught a lesson where students worked in teams with assigned roles and the expectation that students work together to accomplish the task. In my seven semesters working as a student teacher facilitator, I had learned that while it was called a cooperative lesson this was no guarantee that students would be

working and talking together since few mentor teachers modeled cooperative lessons and this was often student teachers' first opportunity to try it out.

Adriana chose a science lesson about the parts of a ladybug for the cooperative task, as part of a week-long thematic unit on ladybugs. After practicing the parts together with students on the rug, Adriana assigned them their roles: the materials specialist would bring the pre-cut materials and googly eyes to assemble the ladybug, the designer would draw a plan with input from the team of their ladybug, the writer would write the names of the parts on the ladybug, and the leader would mark off each part on a checklist as they assembled the ladybug. Adriana reminded students that they all would give input to the design and would help with spelling. The nature of these roles appeared to scaffold student collaboration. During the task, all students had their heads together as they discussed where to place and glue the head, body, soft wings, antennae, spots, six legs and finally the eyes. I could hear a lot of talk as students negotiated their roles to jointly assemble and label the parts:

S1: ¡Los ojos! ¡Los ojos *[The eyes! The eyes]*!
S2: No podemos escribir aquí porque se mira feo *[We can't write it here because it will look bad]*.
S3: No, escriba aquí [*No, write it here]*.
S1: Mira. Están chiquitas [*Look. They (the letters) are tiny]*.
S4: Yo sé como escribirlo [*I know how to write it]*.
S2: Aquí no [*Not there]*.
S4: O-o-o. O-j-jos. Ojos [*Ey-ey-ey. Ey-ey-eys. Eyes]*.
S1: Ya! Ya terminamos [*Finally! Finally we finished]*.

Students jockeyed to have their voices heard as they negotiated their roles, evaluated the quality of their project, and worked together to complete it. Tasks that require students to negotiate tend to promote student talk (Hayes, 2005), as was evidenced in both this

activity and the landform activity. I heard constant talk during these final two lesson observations, and largely about the task at hand.

Conclusion

The participant structures that Adriana chose in her bilingual kindergarten student teaching placement were influenced by her life experiences. Adriana's experiences within a caring family allowed her to develop a strong Spanish literacy base and value for Mexican culture, and propelled her to pursue a university degree. This strong base fortified her as she encountered isolation related to lingüicism and racism, and prompted her to seek out authentically caring mentors and communities during her U.S. schooling that valued her cultural and linguistic identities and encouraged her to succeed academically. Within these caring communities, she was also given the opportunity and the tools to critically reflect upon and arrive at a critical consciousness of the educational inequities that many Spanish-speaking Latin@ students and other minority language speakers face in U.S. society. From this consciousness, Adriana articulated the elements of her pedagogical philosophy of authentic cariño that she took into consideration as she chose particular participant structures during student teaching.

From the beginning and throughout the semester, Adriana implemented a range of participant structures in both whole group on the rug and guided practice portions of the lesson in her kindergarten student teaching classroom. She consistently found brief opportunities for students to interact with each other, to engage in movement, and to be positioned as experts in front of the class. Adriana, in particular moments sprinkled throughout the semester and decisively in the final observations of the semester, allowed

her students to take ownership of classroom interaction. This was no small feat considering the constraints to more student-centered instruction, which I will go into detail about in Chapter 7. Her commitment to transformation, as evidenced in her life history, allowed her to transform teacher-led structures into spaces for student agency. This agency was key since the ultimate outcome of the participant structures was subject to both teacher and student agency interacting together. The authentic cariño that Adriana had both received and nurtured had come full circle. In the next chapter, I will detail Carla's U.S. schooling experiences and their intersection with the participant structures she chose in the student teaching classroom.

Chapter 5 – *Maestra* Carla: Lover of Books

In this chapter I provide an overview of Carla's early home life and K-16 U.S. schooling experiences, her pedagogical philosophy of authentic cariño that was shaped by those life experiences, and descriptions of the participant structures that she chose in her kindergarten one-way dual language student teaching classroom. Carla also experienced moments of isolation in her schooling related to lingüicism and racism, as well as inclusion in caring communities where her linguistic and cultural / ethnic identities and her life experiences were valued and she was encouraged to achieve academically. In addition to family and some school adults, Carla's peer network provided her with an authentically caring community as she navigated the path to becoming a bilingual teacher. Her love of books motivated her to develop both Spanish and English literacy, and to promote Spanish literacy with her siblings and in the student teaching classroom. Like Adriana, the participant structures that Carla selected were influenced by her pedagogical philosophy but these participant structures looked quite different between the two contexts.

Carla's Life Experiences

Authentic Cariño in the Home

Family, for all three of the *maestr@s,* was an important base that nurtured Spanish language and literacy, a positive cultural / ethnic identity, and promoted educational attainment despite external contradictory forces. Carla, the 23-year-old U.S.- born child of Mexican immigrants and the eldest of seven, identified with both Spanish and English from a young age. She was raised by her mother and stepfather, who she referred to interchangeably as "my stepdad" and "dad." Her parents immigrated to the

U.S. from neighboring *ranchos* (rural communities) in the Mexican state of Michoacán. Like Adriana, Carla grew up hearing narratives of her parents' limited educational opportunities in Mexico, which motivated her to pursue a university degree. Carla's mother, who often spoke about her desire to continue her own schooling, would later act as a strong advocate for her children's education.

Early Introduction to English

Even though Carla's mother spoke Spanish with her in their home in San José, California, she was introduced to English at the age of three through the Head Start program. A Head Start teacher, from what her mother told Carla, visited their home four times a week for an entire year to deliver instruction all in English. Afterwards, Carla attended the Head Start program for two more years before their family moved to the large city of Ranger, Texas and she began kindergarten in English. Carla remained in Ranger for her kindergarten and first grade years in English-instruction classrooms until the family moved to the city of Bedford, Texas for her second grade year where they lived with an aunt; a move spurred by her stepdad's job.

Mother's Advocacy for Bilingual Education

At the Bedford school, Carla's memories began of her mother's struggle to provide a bilingual education for her children. Her mother actively advocated for Carla and her siblings to be placed in bilingual classrooms since she was concerned they were losing their Spanish.

> My mom pulled us out of the English classes and told the director, "I want her to be in bilingual." Which we hated. I didn't want to be in bilingual. I was like, "I don't understand." And she was like, "No, you're losing your Spanish. I can't have this." And she pulled us out and she put us in bilingual.

Carla's mother valiantly communicated through translators to make her desires known to the principal, despite clear power differentials. She faced strong opposition from school administration and teachers who felt that Carla should remain in the English mainstream classes since she was already proficient in English and was doing well academically.

Her mother fought hard to advocate for Carla to maintain her Spanish language that she saw being stripped away in U.S. schooling, and was allowed to enroll Carla and her siblings in bilingual education classrooms at the school. She demonstrated her authentic cariño for her children by advocating for educational spaces where she hoped that the Spanish language would be promoted and valued, in addition to English. Unfortunately, in this context, there was no optimal choice available since options were limited to either English mainstream classes or transitional bilingual education where Spanish was framed as a vehicle to transition students to all English with oftentimes little focus on academics.

Mixed Experiences with Bilingual Education

Carla experienced periods of isolation in classrooms where she did not feel academically challenged, and inclusion in caring communities when she did. During her second and third grade years, Carla attended bilingual programs at two different schools with mostly negative experiences as the family moved back-and-forth between her aunt's house and another part of Bedford. She spent the first part of the year in a bilingual

classroom where the teacher was "an old man" and it was a very negative experience since she did not "remember anything being taught." In February of her second grade year, her mother suddenly took the family to live and attend school for two months in the *rancho* where she was raised in Michoacán after Carla's grandfather had passed away. Carla characterized this schooling experience at the time as being "horrible" since it was very unstructured, but later came to appreciate this immersion in Spanish reading and writing that advanced her Spanish literacy.

Her family moved to another part of Bedford when her aunt needed the house and Carla had a teacher she described as "amazing. We did little hands-on projects; we would study one of the landscapes and make a little model at home and bring it to school." In Carla's student teaching classroom, which I detail later in this chapter, I often observed her implement hands-on activities into lessons. She remained at that school for her third grade year but felt bored and unhappy in a classroom where she did not feel academically challenged, and the teacher was "learning English with us" which she felt was ineffective.

In reflecting upon her elementary schooling experiences, Carla noted a connection between the quality of education that she received and the intersection of the ethnic / racial, linguistic and socioeconomic backgrounds of the students these schools served. In the Bedford Latino Spanish-speaking neighborhoods that Carla characterized as "run-down" and "very low economic status" with "houses that needed a lot of work" she felt that her education was largely inadequate since teachers seems unprepared to teach both language and content. When the family moved to the neighboring city of Ríos, after her

aunt decided to sell her house, Carla perceived a dramatic improvement in the quality of education she received:

> I felt like they knew what they were doing…And right off the bat, I think the teacher kind of knew that, "You don't really need to be here. You're just here because your mom wants you to be here."…They focused more on the subjects but it was also learning English. You know, trying to get them out of the (bilingual) program.

In comparison to the poor schooling she experienced while living in low socioeconomic Latino Bedford neighborhoods, Carla noted the higher quality of education that accompanied this more affluent, but still majority Latino, Ríos neighborhood. Teachers in Ríos seemed well-prepared and viewed Carla as an individual in terms of her academic development. Through this awareness, she showed a critical consciousness of the educational inequities that exist in U.S. schooling for many low-income Latin@ Spanish-speaking students.

Move to English-Instruction

At the insistence of her teacher, Carla eventually moved into an English-instruction fourth grade classroom that was more academically challenging than the bilingual education classroom. In thinking about her abilities in English and Spanish at that point, she reflected:

> English was still my strong suit then, and so when I switched over it was just easier. Instead of the class being focused on learning English, it was just learning so I felt like I learned more.

Carla finally felt free to learn since the focus was on academic content rather than learning to speak English. During the two and a half years she spent in bilingual education classrooms her academic Spanish was never fully developed and she continued

to identify with English instruction. While her mother had fought to provide Carla with an enriching bilingual education, that option simply had not been available.

The English language permeated Carla's school life once she was placed in English-only instruction in the fourth grade. She recalled, "Even myself, who was used to talking Spanish most of the time, in the classroom I quickly reverted back to speaking English in the classroom with them." Though all of her classmates were Mexican-origin and bilingual, they did not speak Spanish in the classroom nor even on the playground.

Reconnecting with Spanish in Secondary

Carla's home life stabilized with the move to Ríos, where she continued her studies until high school graduation. There she was able to find authentically caring communities at school that valued her multiple identities, the Spanish language, and supported her academic achievement. Beginning in sixth grade, she began to embrace a multilingual / multicultural identity with the support of her peer group.

> The friends I had were really into Spanish music, and I was, too. So sixth through eighth grade, it was a lot of Spanish socially. With my friends, you know, when I'd write little notes, with music, with las novelas [*soap operas*], anything like that. And that's when I started reading, in Spanish also.

Though, or possibly because, all of her classes were in English, Carla turned towards Spanish language and literacy use with her friends. Her peer group helped her bring Spanish language and culture back into school spaces, at least socially. She started reading and speaking more in Spanish. In the seventh grade, Carla read her first book in Spanish, *Harry Potter*:

> That was the first time that I remember consciously being like, "Oh, I want to read this book in Spanish." And I could read. I just never tried, and it was very easy

> for me after that, so I started reading more in Spanish. I read all the Harry Potter books in Spanish, and in English.

Carla read whatever Spanish books she could get her hands on, mostly from the public library. She laughingly noted that with the limited selection of Spanish books, she read many young adult books with romantic themes that were probably not age-appropriate. Her love of books was something that she felt her teachers cultivated in her. Reflecting upon her educational experiences in a written autobiography assignment she completed for past coursework at CU, Carla noted, "It was hard to start over again each time (with the multiple moves), but every teacher I had took me in and supported me. They were kind, understanding, and nourished my love for books." Carla would go on to implement rich literacy lessons for her students.

Supportive Peer Network

By the eighth grade, Carla was in all pre-AP (advanced placement) classes with a small tight-knit group of all Mexican American bilingual peers save for one white student. That same year, Carla and most of her pre-AP peers enrolled in a Spanish language class that was intended to be for Spanish-speakers, and found it lacking.

> For me, it was just an easy grade and I didn't take seriously…They teach you like, "How do you say helado [*ice cream*]?" And I'm like, "Nobody uses the word helado. We always use nieve [*ice cream*]." You know. I was fighting the system.

Carla felt isolated from the Spanish class curriculum since the Spanish words that were taught did not connect with the Spanish that she knew. Her Spanish was devalued so she rejected the curriculum as being valuable. By contrast, her peer group provided that authentically caring community where her Spanish language and Mexican identity were

valued. “We spoke in the classroom Spanish, both in Spanish class and in other classrooms. It was very much Spanish-dominant socially. We'd speak English when it came to the material.” Carla and her friends drew power and pride from speaking Spanish. Her membership in this caring peer community also may have contributed to her power to openly resist an oppressive curriculum.

Since most of her secondary teachers were white and only spoke English, it provided Carla and her peers with extra motivation to speak Spanish in the classroom and maintain that authentically caring community. When asked how she felt her mostly white teachers viewed Mexican American students, she interpreted them as largely indifferent: “I think it was just normal. Everybody was Latino so you really didn't pay attention to it.” Carla was immersed in a school community where it was normal to be Mexican-origin, bilingual, and on the college track. She was part of the majority, even if her teachers were mostly white and monolingual English speakers.

Her strong peer network of Mexican-origin Spanish speakers who she attended pre-AP classes with continued into high school. “We really built a good system where we didn't really need outside tutoring, or even from the teachers. We would go to a teacher when nobody from the classroom could figure it out.” The peers themselves became like mentors for each other to help them achieve their academic goals within a caring community. They did not have to go to the teachers for help, who were outside that community.

In addition to her peer group, Carla found spaces at school that valued the Spanish language, at least as a foreign language. Her AP Spanish literature class, taught by an

older Puerto Rican woman, had a rich curriculum that went beyond the mechanics of language to focus on Spanish literature from around the world and the writing process. "I loved that class. It was the first time that I actually took Spanish seriously…It's not (just) about the language. It's about the content." Carla's high value of teaching language through content would be evidenced in her student teaching classroom. The school also had special clubs and events to celebrate other languages such as international night and Spanish Honor Society, to which Carla belonged.

The College Track

Like Adriana, caring school adults guided Carla onto the college track coupled with her own advocacy. Teacher recommendations influenced by test scores placed her in pre-AP math and English as well as in the GT (Gifted and Talented) program with no parent communication or input. Once she experienced pre-AP classes, she asked to be placed in pre-AP for all of her courses. Carla mentioned, "My parents never knew. Neither the AP program (n)or the gifted program. They never knew that I was put into it." Once the pathway was opened to advanced classes, Carla became her own advocate by specifically requesting all pre-AP courses.

Carla was part of a very small percentage at her high school that received targeted access to college information. In her senior year, students' homerooms were reconfigured based on GPA.

> We were literally one through 17…We're in homeroom together. We have all of our classes together. And then we started getting all of these speakers from all of these different colleges and all. They really really pushed us to apply for college.

Since Carla was part of that select group, she received targeted access to college-going resources, which greatly contrasted with Adriana's context of feeling disconnected from this information. Resources were there for all students on some level, such as a college night or school bulletin boards of information, but speakers would also come to speak directly to her homeroom and a counselor would personally go over weekly bulletins. There were also frequent reminders about SAT and ACT prep workshops, and access to Saturday reviews for AP exams. Additionally, a counselor from the local college was available weekly for a couple of hours after school to all students but was only publicized to students in Carla's homeroom. Like Adriana, she attributed her ability to successfully navigate the path to university to her counselor but Carla was directly connected to this caring mentor as part of that select group of 17, rather than having to seek her out.

Critical Consciousness of Inequities

Carla "felt blessed" to have access to these resources but also saw how unjust it was that only certain students had that same access. In thinking about how only a handful of students had access to these college-going resources, the same students who were in the AP courses, she reflected, "They really really track the students." Additionally, she noted a link between race and access to these resources: "In our graduating class of 500 and something, there was about four white people. And they were all in there." The school handpicked just a few students from a crowd of 500 predominately Latino Spanish-speaking students to provide targeted access to information about college. Notably, all four of the white students at the school were in this very select group. Carla showed critical consciousness of how race can intersect

with educational inequities since, with a very limited number of spots available, every white student occupied a space of privilege. Similar to Adriana, she also made connections between her classmates who did not have access to information and her own family:

> It sucks because I got the good part out of it…I want them (my siblings) to have those opportunities. I don't want them to be shunned just because they don't have the highest GPA. I still want them to have that information available for them to be able to make that decision.

In her student teaching classroom, she would construct an authentically caring classroom environment where she aimed to provide access to academically rigorous curriculum for all students based upon ideas of connectedness between school and family.

Isolation at University

Similar to Adriana, Carla's memories of her time at university were characterized by a search for an authentically caring community, like she had with her peers during secondary schooling. Upon arrival at CU, a three-hour drive from her family, Carla experienced a profound sense of isolation. She recalled that she never felt like a minority where she lived. Carla always felt part of the community when she was growing up, as part of a Latino bilingual majority, but experienced isolation as a person of Mexican-origin at university. She spoke about what a "shocking" experience it was for her when she first arrived to CU:

> I definitely felt out of place. I think that was the first time I ever realized how much I liked being Mexican, or the Mexican American part, you know? There (were) very few people that I could talk to in Spanish, just to begin with. Like something so simple, and something that I missed a lot.

For the first time, Carla was disconnected from that authentically caring community of Spanish-speaking Mexican-origin family members and peers who understood where she came from on a deep level and spoke how she spoke. Carla struggled a lot during that first year as a biology major.

> It was very hard to transition. And I think that it had a lot to do with being a first-generation college student and really not knowing what to expect, not knowing anything, and feeling like I didn't really know who to ask for help.

Those networks that she had nurtured and accessed in secondary school were no longer available to her at university.

Carla made attempts to make new connections with Spanish-speaking Latino communities at CU during her first year. She joined a Latino health professions organization in order to meet other Latinos but this connection, while helpful, was not enough support. Even though she had always wanted to be a teacher, she first enrolled as a biology / pre-med major because she felt pressure to choose a lucrative career. Carla, like Adriana, became disillusioned with her program and took time off:

> It was really hard just to make those connections, and I think it was the first time that I felt like, "Oh wow. There's nobody here that I actually know. Or that I can even…talk to in Spanish." So I left. I left the end of freshman year and then I came back.

Unable to forge vital social and academic support networks that had previously gone hand in hand during her previous schooling, Carla returned to her supportive community. She stayed with her family for a year and then returned to CU for the following academic year.

Carla returned to CU determined to switch to the Education program and realize her goals of a university education, but encountered further obstacles to her success. Her GPA was low since she had been caught in a trap of failing and retaking courses. Carla formulated a plan to take a few more courses within the College of Natural Sciences to raise her GPA so that she could switch to Education. When she met with her adviser to inform him of her plan, she encountered resistance: "He told me it'd be better if I quit and did like a night thing, or later on in life." Rather than offering support or even indifference, her adviser counseled Carla to take a path that was unlikely to result in a university degree. Fortunately, she did not heed his advice. Shortly after, she attended an information session for the Education program and encountered the support she sought.

Entering into a Caring Community at University

Faculty and staff within the College of Education guided Carla through the process of changing majors and encouraged her to choose bilingual education. As it had for Adriana, the bilingual education program provided an authentically caring community where her identities, languages, and experiences were valued among like-minded peers. She reflected upon her feeling that they had found each other: "And we're like, "'Oh hey. There's other people that know my language and kind of know that there's a little bit more, more to just being Mexican, or just being Salvadorian."' She and her peers had a shared understanding of what it was like to be Latin@ or Mexican American or Salvadoran and Spanish-speaking within the United States.

Identity Work

Like Adriana, Carla's coursework at CU aided her in exploring complex questions of identity. She recalled taking an impactful Mexican American history course specific to the context of Texas right before changing to Education, the first course she had ever taken that included the history and experiences of Mexican Americans.

> Being able to know more about, you know, something that I supposedly identify with. It made me feel better. It made me feel a little bit more informed, like I could defend…You know, if you're like "Or you're really Mexican American? Do you know anything about Mexican Americans?" And I can be like, "Yes I do, now."

The course provided Carla with some of the relevant information that had been withheld from her school curriculum. Finally, she had access to a curriculum where she could see herself, or people with shared backgrounds, represented and had opportunities to critically reflect upon her identities and schooling experiences in a caring environment.

Before entering the bilingual program she identified as Mexican. Thinking back to her childhood, she shared how the label of Mexican was thrust upon her starting in elementary school: "It was just like 'Oh, you're Mexican.' 'Yeah, I'm Mexican.'" This label seemed to fit so she did not question it. Looking back, she related that, even through multiple moves, she always lived in mostly Mexican-origin neighborhoods:

> I identified with it (being Mexican) because that's the only thing I saw… I don't think I ever questioned it or I just assumed that I was Mexican because there (were) Mexicans all around.

Through her courses and identity work in the bilingual program, Carla came to embrace herself as Mexican American. Rather than everyone assuming that she was Mexican, she

was constantly asked what she identified as, spurring her to question her identity and formulate something different:

> I love the idea of being Mexican American just because I've been to Mexico and they say I'm not Mexican. And I'm here and obviously they say I'm Mexican so…I think it just kind of incorporates what I'm trying to do, not only with my teaching career but also just myself. All the American things I incorporate into my life and all the Mexican things that there are obviously there just because, you know, I've been around them all the time.

For her, this Mexican American identity more accurately reflected a nuanced understanding of her experiences as a multilingual and multicultural being living in the U.S. with a specific history.

Spanish Literacy Advocate

This more complex understanding of her identity as well as membership in an authentically caring community at CU likely influenced Carla to join her mother in advocating for Spanish language use within her own family. She recognized how English was creeping in and taking over, even with both parents speaking Spanish at home, so she made extra efforts to converse with her siblings in Spanish. With her two-year old sister, Carla would intentionally speak to her in Spanish, but noted disconcertingly: "She speaks in English to me. I'm like, 'No! Speak Spanish.'" She was also concerned about her brother's dwindling Spanish usage since he was in all-English classrooms, and made efforts to encourage him: "He'll be telling something and I'll be like, 'I don't understand you. Tell me in Spanish.'" In a recent visit home to Ríos, Carla was dismayed to find out that her 14-year-old sister did not share her enthusiasm for reading the jokes section of a local Spanish-language newspaper, something she took great pleasure in. Carla was

conscious of the ever-present forces of English and made efforts to promote Spanish literacy among her siblings. In the student teaching classroom, Carla happily followed her mentor teacher's lead in developing rich Spanish reading and writing activities for her students.

Carla's Pedagogical Philosophy of Authentic Cariño

Like Adriana, Carla's life experiences with isolation and membership in caring communities influenced her construction of a pedagogical philosophy of authentic cariño for her Mexican-origin emergent bilingual students. Several elements of her philosophy were articulated across all three *maestr@s,* including: collaborative learning, as active and hands-on, the classroom as a place of fun, students as experts, and attending to students' well-being. Both Adriana and Carla highlighted a need to contextualize the curriculum, and both Carla and Sergio emphasized the importance of high-level learning. Uniquely among the *maestr@s*, Carla underscored students' right to learn. I will focus upon the elements of high-level, contextualized, and collaborative learning to show their relationship with particular participant structures that Carla chose to implement in her kindergarten placement.

High-Level Learning

Carla viewed her students as intelligent and academically capable, and she aspired to implement challenging curriculum for them. In a late February post-observation conference following a Spanish language arts lesson on descriptive words, Carla stated her appraisal of their intelligence and ability to connect the two terms "adjectives" and "descriptive words." "They're really smart so I feel that if I were to tell them, 'Oh, you

know this is what it is and this is what it means,' they would be fine. Carla gave her students credit for their intellect.

Since she viewed her students as intelligent, Carla held high academic expectations. In that February descriptive writing activity, where students were each provided with a laminated color image depicting people, a place, or things, she encouraged them to write with increasingly more detail. She recalled in the post-observation conference:

> They would come up to me and tell me, "There's a dog, there's a basket" and I'd be like "What about the dog? What about the basket? How does the dog look?" So they can get into the mindset of, "Oh, there's a dog and I'm also going to write that it's white and it has brown spots."

Carla posed questions to push her students to build upon their initial efforts and deepen their academic writing skills, using the helpful scaffolds of visuals as support. These kindergartners were encouraged to move beyond simple sentences that aligned with the subject matter since Carla knew they were capable. Tasks were open-ended and involved a lot of student choice, freeing students to engage in higher-level thinking.

Carla was not content with students simply copying her examples from the easel even though she was aware that it happened sometimes. In a mid-March post-observation conference after a language arts lesson on predicting, she shared her thoughts. Carla stated that she frequently told them that she did not want them to write what she wrote but understood that occasionally it would still occur, as it did with one boy in the predicting lesson. "He wrote what was on there, so he came and showed it to me, and I was like, 'Great job, but what else can you tell me?'" In these situations she had them add another sentence or phrase so that she knew they understood the concept.

This was a caring way to hold that student to a high academic standard since she did not rebuke him for copying but simply asked him to supply his own ideas to ensure that he comprehended.

Carla believed in maintaining high academic expectations for all of her students, including during English math time for a Spanish-speaking newcomer who arrived after the semester began. In a late March post-observation conference following English math centers time, Carla described how she used both Spanish and English to scaffold support for this student. She would explain the centers in English, the language of instruction, for the whole class first but would clarify it for the girl in Spanish if it seemed to be complicated to make sure she knew what to do. "But I make sure I, I do it (first) in English and see what she understands from that." Carla provided the girl with the opportunity to practice her English listening skills instead of assuming that she would not understand, but also supplied home language scaffolding if necessary since her primary goal was for the student to understand academic concepts. While this practice follows the dual language model adopted by the district of study, many teachers in this district followed previous transitional bilingual education practices of instantly translating to a child's home language rather than trusting that they were intellectually capable of understanding.

Learning as Contextualized

For Carla, learning would be more meaningful and empowering if it were connected to students' life experiences and prior knowledge, or contextualized. She saw her own Mexican-origin Spanish-speaking identity as an asset for being able to

contextualize the curriculum for her students. In a February journal response she related her thoughts:

> I think that although we try to create an atmosphere where everyone is equal, being of the same ethnicity with my students helps me understand them and their situation a little more. I think that being the same ethnicity helps in terms of being able to see myself in my students. I am able to relate to their home life and most importantly their language.

Carla was hyper-aware that her shared identity with her students deepened her ability to contextualize the curriculum. She actively sought out ways to connect their life experiences, knowledge, and interests to the curriculum, a curriculum that often overlooked the experiences of Mexican-origin students, in order to increase the potential for meaningful learning.

In several of the lessons that I observed, Carla worked hard to contextualize the curriculum for her students. After a mid-February English math lesson, Carla spoke about how she contextualized three-dimensional shapes with the different chocolates that she had each student draw and label corresponding to a particular shape. She recalled asking students to individually bring up their chocolate, such as a Hershey's kiss, to compare to the chart of the three-dimensional shapes on the easel as she prompted: "Turn it around. Does it look similar?" This allowed students to connect their knowledge of the familiar chocolates to curriculum in front of the class after they had completed the activity.

During that same post-observation conference, I also asked Carla about the opening to the lesson where she had two students share aloud their written clues for a mystery three-dimensional object they had brought from home that was hidden in a paper

bag. She shared that every student had brought an item and she was having one or two students present their object every day during the math unit "so they can connect REAL items with the curriculum." This was a powerful way for students to connect items they were familiar with from their own homes to the math curriculum, especially important since math was taught in their second language.

In a late March journal response, Carla described how she adapted the Heggerty phonemic awareness curriculum to ensure that it would be meaningful and contextualized for her students. She wrote, "Other times they are to repeat a word and change a letter and I choose to throw out some words that do not make sense and change it to perhaps to one of the frequent words we're studying that week." The Heggerty curriculum included the use of nonsense words that students would chorally repeat, which runs counter to sound educational theory that words should be meaningful and contextualized (Freeman & Freeman, 2014), and Carla chose to only include words that students could relate to. In looking towards her future classroom, Carla intends to continue to look for ways to make the curriculum meaningful, or contextualized, for her students. During member checking in mid-May, she noted, "A lot of the things we did I tried to tie them to their home, to what they do at home, what they do outside of school."

Collaborative Learning

Similar to Adriana, Carla voiced her value of students as partners in their learning with the teacher in journal responses and post-observation conferences, but her views about collaboration between students were complex. While she seemed to value collaboration in certain contexts, she felt it interfered with student learning in other

contexts. In member checking, she noted a distinction for the subject of science versus writing: "We do a lot of partner work in science. But mostly for Writer's Workshop in language arts we would do individual because they write a lot. And we like to see what they can do on their own." Carla's preference for individual work and for collaboration depending on the subject area mirrored her mentor teacher's practices. It was often difficult for me to disentangle Carla's philosophy from her mentor teacher's since they seemed closely aligned and because she often spoke using the pronoun "we" when talking about her views, demonstrating just how tightly intertwined they were.

Carla was vigilant in protecting students' right to learn. Using her lens of authentic cariño, she did not see it as always appropriate to have students helping each other since it could infringe upon the peer teacher's right to learn. After the late February descriptive words activity, Carla recalled stepping in when a student continued to help another student and neglected her own writing. "That's why I'm hesitant to ask another student, just because I don't want them to stop what they're doing and then help the other person." Carla viewed this helping as an interruption to their own learning and as something that was her responsibility and not the student's.

In member checking in mid-May, Carla agreed that there had been a trend towards more reliance on peer support as the semester progressed. "When I first started I wanted to see every student individually and check every student individually. But after awhile I also realized they would help each other in their table and I backed out a little bit." Carla's pedagogical philosophy about collaboration between students appeared to have changed over the course of the semester to one that was more open to students

working together, as she allowed them to take ownership over their learning.

Carla's Choice of Participant Structures

Like Adriana, Carla's pedagogical philosophy of authentic cariño influenced her choice of participant structures in her kindergarten student teaching placement, in addition to other factors she considered in her sensemaking. During the eight lessons that I observed her teach, Carla implemented a variety of participant structures (Table 3) within contextualized learning activities where students could make connections between the content and their prior knowledge. In contrast to the majority of lessons I had observed in my seven semesters as a facilitator, Carla implemented small group instruction and centers activities for most of the time that I was in the classroom and across different subject areas. I also observed a gradual release of responsibility as the semester progressed from silent independent work at tables to increased opportunities for peer interaction and collaboration. All of Carla's participant structures used on the rug overlapped with Adriana, but Carla used different variations of small group instruction. Appendix F depicts all of the participant structures that I observed the *maestr@s* use, and the overlap of these structures.

Table 3. Participant Structures Observed in Carla's Lesson Observations

ON THE RUG	AT TABLE GROUPS
Raised hands	Independent work
Call outs	Hands-on independent task
Calling on specific students	Small group instruction while students worked independently
Choral response / choral singing (CH)	Small group instruction while some work independently and others collaboratively
Simultaneous kinesthetic response / CH	Small group instruction while students engage in hands-on collaborative task
Student expert leads class	

Whole Group Instruction on the Rug

In six of the eight lesson observations, students were clustered on the rug to begin the lesson. Student teachers scheduled their own observation times on a particular day, so it is likely that these other two lessons also began with whole group on the rug even though I did not observe it. During this whole group instruction, Carla often relied upon choral response and call outs, some raised hands, and occasionally called upon specific students or had students act as experts in front of the class.

Teacher-directed learning. Call outs were the most common participant structure that I observed during whole group instruction. In three of the six whole group segments I observed, call outs where interspersed with short segments of raised hands, especially when Carla reminded students to raise their hands as I observed on two occasions. Call outs generally followed after Carla posed a question to the class since that was the main method of orally participating, or students initiated call outs themselves to make a connection to their background knowledge, experiences or to share emotional reactions. Carla used teacher talk in whole group instruction to explicitly connect

students to the curriculum. For example, during a late March Heggerty lesson a student, Evelyn, called out the word "escuela" that begin with the letter e. Carla responded, "Escuela. La E de Evelyn, ¿verdad? [*E for Evelyn, right?*], after which Evelyn flashed a big smile.

Depending upon the interaction of Carla with her students in a particular context, call outs and raised hands could be viewed as more teacher-directed or as moving towards co-construction of knowledge in different moments even of the same lesson. For example, in a math lesson about three-dimensional objects in mid-February, Carla had students share their mystery bag of an object from home and written clues in front of the class. When the first student shared her object, Carla was in control of calling on raised hands or eliciting call outs. This power dynamic shifted when a second student was the expert since he called on students himself, even reminding students to raise their hands.

In two of the observations, Carla called upon specific students to participate during whole group instruction. To begin a Spanish language arts lesson near the end of February, Carla brought a Nike hat from home to encourage students' use of their senses in thinking of descriptive words. In addition to the student call outs of descriptive words that Carla scribed onto chart paper, she also called on specific students to feel the hat and tell her a descriptive word. During a late March phonemic awareness lesson where most participation was from call outs, Carla specifically called upon Rosa, a noticeably quiet student, to answer. Later in that same lesson when they were engaging in a read aloud and students were calling out responses with some raised hands, Carla specifically called on Rosa, again, to respond. During the previous week's post-observation conference,

Carla had mentioned that she intentionally calls on quieter students since she had noticed that oftentimes it was the same group of students who volunteered to participate, and stated, “I know some of them, they know the answer. They just don't raise their hand for whatever reason.” She was calling on specific students to give voice and widen participation.

Moving towards shared responsibility and active learning. Apart from call outs, choral response was the most prevalent participant structure I observed during whole group instruction. I considered a participant structure to be choral response rather than a call out if three or more students responded the same simultaneously but could include up to full participation. Since this participant structure widens participation compared to one student responding at a time and is active, choral response tends more towards student-centered. The Heggerty phonemic awareness routine included a lot of choral response. Other times, Carla would pose a question that required a short answer that most students likely knew such as the names of shapes in math or the three things that plants needed to survive as they were engaged in a read aloud. She also used choral response to check for understanding by asking yes or no questions.

Choral singing was an engaging participant structure where students actively sang a song related to content. In two March Spanish language arts lessons, Carla lead the students in chorally singing about the parts of a book and the ways to read a story before beginning a read aloud. Participation varied as about half of the students actively participated in choral singing during these lessons. In the final lesson observed in mid

April, students engaged in chorally singing the parts of an insect before beginning their cooperative tasks to write books about different insects.

In certain contexts during Carla's lessons, call outs and raised hands appeared to be approaching student-centered pedagogy rather than teacher-directed. During the February observation on descriptive words where Carla passed around a Nike hat, students responded mainly with call outs as they observed the way the hat looked and felt. Since she had brought a real object that students were familiar with and asked them to use their five senses, she contextualized the concept of descriptive words and many students called out contributions. In another example, Carla scaffolded students' oral language as they participated through a combination of raised hand and call outs in a mid-March language arts lesson. Carla used a written sentence stem and verbally reminded them to start with "Yo creo que [*I think that*]" in making their predictions of the story to guide their oral language production allowing more students to take the risk of raising their hand or calling out.

Students often initiated call outs during whole group time on the rug in order to freely express their reactions to what they were learning. In the descriptive words lesson with the Nike hat, Carla began her lesson by telling the class that they would be doing something new to which a few of the students excitedly responded with "Yay!" During an end of March read aloud of *Bunnycakes*, students called out their reactions to the story such as "Yay!" when something exciting happened or "Ew!" during a particularly gross moment when the story characters decided to make a worm cake. In these contexts, call

outs were evidence of a caring environment where students felt comfortable expressing themselves and were engaged in what was happening.

Student-centered learning. In whole group instruction, the one time that I observed student-centered learning was during the lesson mentioned earlier where students were positioned as experts to read their clues about the three-dimensional object in their mystery bag that they brought from home and have the class guess. Carla guided students through reading their clues to the class while students raised their hands to guess, allowing the "expert" and her peers to make connections between home and the curriculum in a fun way. Student agency transformed this activity into a space that was even more empowering. Rather than taking a more passive role like the previous student had done, Nicolás insisted that he had more clues to share when his turn was supposed to be up. Carla initially paused, "But they're for two different objects," but then relented saying, "Okay, do that one." Nicolás read, "Nos hace mal pero nos gusta [*It is bad for us but we like it*]," adding in an authoritative voice "Levanta la mano si sabe [*Raise your hand if you know*]." He seized upon this opportunity to take control of the class, and Carla, for her part, showed flexibility even when Nicolás clearly had not followed instructions for the assignment and allowed him to temporarily assume this role.

It is important to note that my observations are meant to be a slice of what occurred in Carla's student teaching classroom, but could by no means capture the full range of participant structures she implemented. For example, students would be presenting their mystery bags of three-dimensional objects every math lesson for those two weeks even though I only observed this on one occasion. When I engaged in

member checking with Carla about her participant structures at the end of the semester, she shared that, in addition to the participant structures that I had noted, she frequently used guided pair work during math where she modeled a problem and students followed along with their partners. This participant structure likely allowed for more peer interaction as students made meaning together.

Independent Practice at Table Groups

Carla generally implemented different participant structures simultaneously when students were seated at their tables such as leading small group instruction while students where in centers or independently working. In this way, she structured opportunities to work with students in small groups, following her mentor teacher's lead. This concentration on small group instruction and centers activities meant that she used a smaller variety of participant structures compared to other participants, but more time was spent in structures that had the potential to be more student-centered rather than whole group which tends to be teacher-directed. Although Carla used a lot of small group participant structures, students often worked independently rather than collaboratively likely related to classroom norms set by the mentor teacher, which I will discuss in a later chapter. However, since observed activities were always contextualized even in independent tasks, none of them appeared highly teacher-directed.

Approaching student-centered. In four of eight lesson observations, Carla structured hands-on or contextualized independent activities at tables where some groups had higher levels of interaction while most students worked quietly and independently. Carla always engaged in small group instruction with one of the groups, following her

mentor teacher's lead. For Carla's first lesson observation, she asked students to engage in independent writing about the characteristics of a classmate. Students mainly worked silently as they wrote, but the writing task was contextualized and meaningful since they bridged the knowledge that they had of their peers in order to be successful in that academic context.

In other writing tasks in March and April, Carla also posed open-ended writing prompts to students such as their story predictions of the read aloud and independent summary writing of books they had read individually. Students utilized individual beginning sounds charts at their tables as support for writing their ideas. Oftentimes, in kindergarten classrooms, teachers simply have emerging writers copy their writing rather than give them the opportunity to engage in open-ended writing tasks that are higher-level and focused on meaning and not just conventions. During both of these tasks, students engaged in a few short interactions intermittently but mainly worked silently. Carla's investment with bilingualism and biliteracy in her own schooling likely influenced her classroom practices of incorporating rich Spanish literacy activities.

Carla put a lot of effort into designing interesting and fun lessons for her students that they could connect to their lived experiences. Following the mystery bag activity with a three-dimensional object, she had students engage in individual tasks at their tables to draw and label one kind of chocolate as a three-dimensional object. All members at each table had the same kind of chocolate but the chocolate varied by group. The task, even though it was framed as individual, stimulated some talk since it was interesting and familiar to students. This lesson had the potential for collaboration since the same type of

chocolate was left at each table, but the classroom's established norms were for students to work independently and no scaffolding was provided to structure more talk or collaboration.

Student-centered. In four of the eight observations, particular tasks encouraged students to actively co-construct knowledge in their table groups. Following the Nike hat whole group activity to elicit descriptive words in February, Carla gave each student a different 8 ½ by 11 inch picture of children, places or animals to stimulate their writing of descriptive sentences. While this was framed as an individual task, a lot of peer interaction occurred as students made drawings and wrote descriptions of their pictures. For example, two students helped each other sound out words as they wrote and another pair counted the number of bees in the picture in order to make the description accurate. Others offered unsolicited advice: "No tienes que hacer bolas de nieve, Lula. Tienes que dibularles patinando [*You don't have to draw snowballs, Lula. You have to draw them ice skating*]." Different pictures that students were curious about, and likely the nature of peer relationships, seemed to stimulate cooperation and conversation since a lot of interaction occurred. When students first began talking near the beginning of the lesson, the mentor teacher held a finger to her lips as she caught the eye of some of her students, likely to remind them of the classroom norms of working independently and quietly. While this quieted the classroom for a bit, students were soon enough interacting as before. Carla did not purposefully structure the task as cooperative, but the students' interaction with the task at hand sparked a lot of talk and collaboration.

In other moments near the end of her student teaching semester, Carla purposefully structured tasks to be more collaborative. In a late March math lesson while Carla led a guided math group, students engaged with manipulatives in collaborative centers activities to practice addition. Students engaged in a lot of student talk in short interactions between peers or counting aloud as they helped each other add the different manipulatives together.

As students rotated through centers, Carla led leveled math groups through addition story problems in a textbook. This was only the second math lesson that I had observed and I noticed that she effectively drew from a range of strategies to teach English language and math content together. Unlike the previous math lesson that I had observed on three-dimensional objects, Carla stayed to the language of instruction and provided plastic dinosaur manipulatives for students to represent the numbers in the math problems. She used gestures to contextualize her speech, for example, "Two more dinosaurs came to play" and showed the number two with her fingers. She then waited until each student had added two more dinosaurs to their workspace and had added the two to their number sentences before continuing, and then asked "Altogether, how many were there?" as she gestured her hands in a circle and waited for students to answer aloud "Five." Carla frequently pointed to a specific spot on the page as she guided students as well. Gestures and the use of manipulatives served as effective scaffolding for students to be successful in learning math in their second language while Carla modeled rich language input and allowed them opportunities to practice their oral English.

Carla's appreciation of learning language through content, as she did in her high school Spanish literature course, likely fueled her motivation to become adept at using research-based ESL strategies and trust that students would be able to understand the English math content. More often than not, I had observed bilingual student teachers in one-way dual language classrooms at the lower grade levels rely heavily upon translation during English math or engage in frequent code-switches rather than use ESL strategies.

Two other table group activities seemed intentionally scaffolded for peer interaction and collaboration. The nature of interaction varied by group in these lessons since some groups had a lot of peer interaction and others tended to work more independently. In late March, Carla conducted guided reading groups while students engaged in language centers using manipulatives to manipulate letters and form words with some working independently and others jointly. Some groups had high levels of interaction and collaboration during the centers activities, and even engaged in language play sparked by the task at hand of forming the word "mango":

S1: Aquí está [*Here it is*].
S2: Cha cha cha cha cha cha. (Sings)
S3: Mango! Cha cha cha cha. Mango! (Sings)
S2: Mango mango mango. (Sings)
S1: No están poniendo atención. Marco es un payaso. Sí está portando mal [*They are not paying attention. Marco is being a clown. He's misbehaving*].
S3: Otra vez que todos son changos [*Again, everyone is a monkey*].
S2: Todos son changos [*Everyone is a monkey*].
S3: ¿Cómo se dice changa [*How do you say girl monkey*]?
S2: Con changos y changas [*With boy monkeys and girl monkeys*].
S3: Los niños son changos y las niñas son changas [*The boys are monkeys and the girls are monkeys*].

In this interaction, the two boys playfully rhymed "mango," the fruit, with "chango" [*monkey*] and then extended their word play to make connections between gender and "chango." This occurred while a female student was feeling frustrated that they were off task and not helping. While at first glance, their interactions may seem like fooling around, they were engaging in important word play to manipulate both the onset of words and adapt them according to gender.

The final lesson observation in mid April was the required cooperative lesson assignment where student teachers were asked to explicitly design a lesson where students worked in groups and had assigned roles with the goal of collaborating to accomplish a common task. Like most student teachers, this was Carla's first opportunity to teach a cooperative lesson. She had students work in groups of three at their tables to write a book about insects, and assigned each group a different insect. Carla went over the roles before assigning one to each student, and placed a sticker with the name of the role on them. She gave each student a handout that listed the tasks they would be responsible for in completing the book, and reminded them to star the items as they completed them. El editor / la editora would make the cover of their book which would include writing a title, coloring, cutting out, and pasting a picture of their insect, and writing the date and the names of the authors. El escritor / la escritora [*the writer*] would write complete sentences to answer the questions that Carla had noted on a handout for each group such as "¿Cómo se ven las mariquitas [*What do ladybugs look like*]?" El ilustrador / la ilustradora [*the illustrator*] would draw their insect, where it lives, and label the body parts.

As students engaged in the task, there was a lot of talk but similar to the other lessons it varied by group and how they interpreted the task. The group that worked with Carla was engaging in their task individually rather than cooperatively, each concentrating on completing their individual roles largely without consulting the other students. One group interpreted the task as something to complete collaboratively by sharing ideas about what they would write or draw in the book, interspersed with conversations about their lives such as excitement over the new *Frozen 2* movie and the arrival of a new baby brother. The two other groups worked somewhat collaboratively at different moments. Since there was no established norm of working collaboratively, it was difficult to break from the overall pattern of working independently in the classroom and assigned roles were no guarantee of cooperation. However, the nature of the task opened up spaces for more cooperation to occur and sparked the most interaction of the eight lessons that I observed.

CONCLUSION

Carla seemed to draw upon her life experiences as she considered how best to reach and teach her students. She had access to authentically caring communities at home and in school where her linguistic and ethnic / cultural identities were valued, and she was pushed to achieve academically. Carla faced inequitable schooling conditions in her early schooling, but firmly made her way onto the college track in middle school where she remained, surrounded by other Mexican-origin peers in her AP courses and in the larger school setting. Similar to Adriana, the bilingual education program became a refuge during the isolating experience of university and she was able to make sense of her

life experiences and forge a pedagogical philosophy of authentic cariño that guided her choice of participant structures in her student teaching placement.

Carla implemented a variety of participant structures and focused upon structuring small group opportunities for students during her lessons. She contextualized curriculum and scaffolded oral and written language by connecting lesson activities to students' background experiences, using manipulatives, real life objects, gestures, and sentence stems. Over the course of the semester, her students gradually engaged in more peer interaction during table group activities and broke from the previous classroom norm of quiet independent work. I will discuss contextual factors from her student teaching placement that also seemed to impact her choice of participant structures in Chapter 7.

Chapter 6 – *Maestro* Sergio: Border-Crosser and Active Engager

This final case studies chapter details Sergio's early home life and U.S. schooling experiences, his pedagogical philosophy of authentic cariño that flowed from these experiences, and the intersection of his choice of participant structures in a pre-kinder one- way dual language classroom with his philosophy. Similar to Adriana and Carla, Sergio experienced periods of isolation related to racism and lingüicism and inclusion in authentically caring communities during his schooling in the U.S. Unlike the two *maestras,* Sergio maintained a deep connection with family and friends back in Mexico.

While Carla and Adriana had both adopted positions of advocacy for the Spanish language and academic support with their siblings or peers, Sergio still seemed to be grappling with complex issues of identity at the time of the study. However, he appeared to be moving towards a positive multilingual and multicultural identity. Sergio's student teaching context also seemed much less conducive to his pedagogical philosophy than in the other case studies, which I will elaborate upon in Chapter 7. Even so, there is evidence that his pedagogical philosophy of authentic cariño influenced his choice of participant structures particularly with finding opportunities for his students to become actively engaged in their learning during whole group instruction on the rug.

Sergio's Life Experiences

Authentic Cariño in the Home

Sergio's home, as for Carla and Adriana, served as a source of authentic cariño where his cultural and linguistic identities were valued and he was motivated to succeed academically. Similar to Adriana, Sergio also spent part of his childhood before

immigrating to Texas in the northern Mexican city of Tulipa (pseudonym), enabling him to forge a connection to Mexican identity and to Spanish language. Sergio, 22 years old at the time of the study, was born and raised in Tulipa with his brother and sister until the age of seven when, as he eloquently wrote in an autobiography assignment for past coursework, "A la vuelta del milenio fue cuando mis padres decidieron irse a dormir bajo las estrellas de Buenavista, Texas, en donde me quede hasta que me vine a estudiar a la CU [*At the turn of the millenium my parents decided to go sleep under the stars of Buenavista, Texas, where I stayed until I came to study at CU*]." Buenavista (pseudonym) is a city located along the Texas border with Mexico.

In all three case studies, the *maestr@s* grew up hearing their parents' narratives of economic hardship and limited educational opportunities in Mexico which served to motivate their pursuit of a university degree, and in this way, contributed to an authentically caring space in the home. Sergio's recollection of his early life in Tulipa and his parents' narratives tell a story of immigrating to the U.S. for expanded economic and educational opportunities, similar to Adriana's case, which motivated him to pursue higher education. His parents were both born and raised in Tulipa. Sergio's mother fell ill during her ninth grade year and experienced fainting spells, so her parents decided to keep her at home with Sergio's grandmother to make sure she would be safe. Going to the doctor was out of the question because they could not afford it and her studies were curtailed as a result.

Sergio's father completed some secondary education before he left Mexico to go work in the fields and factories of Wisconsin, during the 1990s when the path to

residency was fairly easy, paving the way to bring his family to the U.S. later on. After working in Wisconsin, Sergio's father was able to save a bit of money and returned to Tulipa to marry Sergio's mother and start a family. He started a video rental business that did well for a while but when the market embraced digital media his business lost traction, and he decided to move the family to Texas to seek employment. In his autobiography written for past coursework, Sergio wrote of the gratitude he felt for his parents in their decision to immigrate to the U.S.,

> No creo que nunca podré agradecerle apropiadamente a mis padres por haberme dado esta oportunidad que tantas personas desean tener [*I do not believe that I will ever be able to appropriately thank my parents for giving me this opportunity that so many people desire*].

This sense of gratitude motivated him to take advantage of opportunities presented at school and to do well in his studies.

Sergio's parents, and particularly his mother similar to Carla's case, acted as advocates for his academic success starting from an early age. While they were still living in Tulipa, Sergio's mother would pick him up after pre-kinder and take him to a local community center where he participated in intensive lessons to develop his Spanish reading and writing skills. After his parents made the decision to move to the U.S., they paid for Sergio to have an English tutor come to their home three times a week for two hours a day in order to prepare. In these ways, his parents invested economically and emotionally in his future academic success, evidence that his family had some financial resources at their disposal while they were living in Mexico in contrast to Adriana.

Family as a Refuge to Isolation in U.S. Schooling

Echoing Adriana's experience after she had immigrated, Sergio remembered feeling isolated after the family moved to Buenavista, Texas, at the beginning of his second grade year. In Tulipa, he had lived near his grandparents as well as many aunts, uncles, and cousins. Now it was just Sergio, his parents, and his older sister in an unfamiliar community. He recalled how, outside of school, his time was spent largely at home where they all spoke Spanish:

> I didn't get that much exposure to other people and stuff. I feel like I was lacking a lot of sayings. There's things that people say, like it took me awhile to learn what a pretzel was (he laughed). I didn't know what it was. Just because I didn't have that social interaction. We were just home.

For the first five years after the move, they were unable to visit Tulipa to see extended family so that Sergio's father could obtain his U.S. citizenship. Sergio's immediate family became his main community with the move to Buenavista, and he felt disconnected from the outside community where facility in English was the norm.

Similar to Carla, Sergio's remembered his U.S. elementary schooling years as tumultuous. On the surface, their experiences seemed quite different but, ultimately, both Carla and Sergio were in classrooms that lacked one or all of the elements of authentic cariño: an environment that valued their linguistic and cultural / ethnic identities, and that was academically challenging. Beginning in second grade, Sergio spent his first two years in bilingual classrooms until he was exited from the program into English-only for fourth grade. In a written autobiography for past coursework, he recalled beginning each day for the first several weeks of that fourth grade year with a sense of uncertainty and

dread. Every morning he would wake up "sick" and cry to his mom that he wanted to go back to Tulipa, and his teacher gave him homework that was much too challenging for his English level:

> Ella me decía que debería de poder hacer la tarea por haber podido salido de las clases de ESL. Se enojaba mucho conmigo y me hacia sentir muy mal. Empecé a creer que en realidad solamente era tonto y que nunca iba a poder pasar al quinto grado. [*She told me that I should've been able to do the homework since I had been exited from ESL. She was always getting angry at me and made me feel really bad. I began to believe that, in reality, I really was stupid and that I would never be able to pass to the fifth grade.]*

Sergio suffered emotionally from this experience of having all language supports suddenly ripped away, and unrealistic expectations set in their place. He yearned for a time when his entire life, including his schooling, was in Spanish.

After several weeks of failures, his teacher finally sat down and had a conversation with Sergio to gauge his English level. She quickly discovered that the exam that had deemed Sergio ready to exit the program was flawed, and not a sufficient measure by itself. With this new knowledge, his teacher modified lessons and homework so that they became a support for Sergio and the other students who were in similar situations. In assignments completed for past coursework, Sergio attributed his experiences during his first years in the U.S. as a prime motivating factor for becoming a bilingual teacher since he would be able to relate to many of his students' struggles and frustrations that they encountered as immigrant Latin@ emergent bilingual students.

Resumed Connection to Mexico

Sergio's family in friends in Mexico provided him with an important community of authentic cariño, and upon his entry into secondary schooling, he and his family were

able to resume visits since they had become U.S. citizens. He recalled in an assignment detailing his bilingual trajectory that he completed for past coursework, "Era fenomenal poder ver mi familia [*It was amazing to be able to see my family*]," a family he had been cut off from during the previous five years. He attributed these bi-monthly and summer visits to Mexico as contributing to his increased emotional stability and happiness. Sergio's circumstances were quite different from Adriana's since his home near the border was within a reasonable drive to his family in Mexico, and because his parents possessed the economic resources for them to cross legally and to become citizens. Unfortunately, these visits lessened near the end of his secondary schooling years with the drug cartel violence that shook that northern Mexican city. For Sergio, that continued connection to his extended family and Spanish-speaking community in Mexico was very important. In university, his frequency of visits lowered to once or twice a year due to his studies but he still maintained that connection.

Caring Communities in Secondary

Sergio encountered caring spaces in middle and high school where his cultural / ethnic and linguistic identities were present, if not valued, and he felt supported to achieve academically. In contrast to elementary school, Sergio's secondary schooling experiences were much more positive as he adjusted to English-language schooling and felt more a part of the community. He developed some close friendships with peers and met teachers who helped him begin to enjoy school in the U.S. Nearly all of Sergio's teachers during his schooling in Buenavista were Mexican-origin, and many were bilingual. Since English was the official language of school, his teachers delivered

instruction in English but would often throw in a Spanish word or phrase, though in Sergio's estimation, rarely for academic purposes. In this way, the Spanish language was present but occupied a very limited space at school as an identity marker but not a symbol of prestige.

Looking back, his favorite teachers in secondary were caring but also held students to high academic standards. He recalled:

> What I liked about them is they were able to, you know, let us be ourselves. Just be kids; while still staying within the boundaries of keeping our academics intact. Like if we started getting too rowdy or something, they would get mad…I like the ones that spoke to me like I was on par with them.

Sergio appreciated teachers who held him and his peers to high standards since that showed real care, rather than the *pobrecito* mentality (Valenzuela, 1999) that can masquerade as care but ultimately damages Latino students' chances for success. These teachers pushed their students to succeed academically. They were able to find that balance of nurturing them to be their authentic selves and providing the accompanying boundaries and structure that they deserved. These experiences most certainly shaped Sergio's own pedagogical philosophy of authentic cariño in the student teaching classroom.

Sergio recalled two of his favorite teachers. In middle school, his eighth grade teacher, Mr. Pérez, helped him view science as connected to real life rather than as merely a collection of information. Sergio would later come to embrace thematic teaching since it had the potential for increased connectedness between the curriculum and students' lives in his student teaching placement. He also learned to read for fun,

something he credited to his teachers. One of his high school English teachers, in particular, shaped his enjoyment of reading. Sergio recalled in a written autobiography he submitted for a past course at CU:

> (She) would let me chill in her classroom while I was supposed to be in other classes. She would talk to me about the latest books she had been reading. She also encouraged me to take some of her books home so I could read them.

This included *The Grapes of Wrath,* a book that hooked him into reading and remains one of his favorite pastimes. This teacher established a caring relationship with Sergio by allowing him a place of refuge, and nurturing his love for literacy. Instead of sending him to a class where he would have been disengaged, his teacher looked beyond the established norms of what was expected and chose to structure an opportunity to foster Sergio's academic success.

In addition to encountering caring teachers, Sergio also became involved with extracurricular activities that further connected him to the school community. He ran cross-country and track during his sophomore and senior years, involvement that would lead to an athletic scholarship at the local university. Sergio dabbled in choir, and participated in a club that engaged in intellectual competitions in science, math and writing. His parents, while not overly enthusiastic about his involvement in extracurricular activities, shuttled him to and from these activities providing an important source of support.

The College Track

Authentically caring mentors and peers guided Sergio onto the college track. Similar to Carla, Sergio found his way onto the college track during middle school and

his peers were an important support. He learned of the school's Gifted and Talented program in the seventh grade through his friends, and they guided him through the portfolio process for acceptance. Sergio's membership in the Gifted and Talented program opened the door to AP classes in high school where he received information about college during frequent counselor visits. Peer networks, like for the other two *maestras*, were especially important since his parents were unfamiliar with U.S. schooling.

Middle and high school was also the time that he was involved with Gear Up, a federal program that targets students from underrepresented groups and supports them in pursuing postsecondary education (http://www.texasgearup.com). Sergio did not remember qualifying to be part of this program and thought that everyone in his middle school was eligible since it served low-socioeconomic families. He built relationships with the people at Gear Up, who were a mixture of "university students and social workers," and these same mentors followed Sergio and his peers into high school through graduation. Sergio recalled:

> We would go to them every year, and they would give us handouts and things like that, websites, tips about financial aid…They would also interact with our parents, the parents that would go.

His mentors at Gear Up took Sergio and his classmates on tours of university campuses all around Texas, including CU where he would eventually end up. Sergio's mother attended the Gear Up meetings with him, showing her support for his academic success. The caring mentors in the program provided Sergio and his family with the valuable guidance on how to make their vision of attending university a reality. While Sergio did

encounter school adults who were caring, the overall context was not favorable to constructing a positive multilingual and multicultural identity.

Devaluation of Spanish Language and Mexican Culture

Similar to Adriana, Sergio's experiences in secondary schooling were a mixture of caring and isolation. While Sergio felt more connected to his school community and was firmly on the college track in secondary, upon reflection, he also experienced alienation from Spanish language and Mexican culture. Throughout his schooling, even though all of his friends spoke Spanish they only spoke English together, adding the occasional tag word in Spanish. In contrast to Carla's experiences, during class it was rare to hear Spanish although nearly all of his teachers were Mexican American and many were bilingual. Sergio commented on this deep connection between Spanish language, Mexican culture, and identity:

> Before I would say I was Mexican, not very proudly. Yeah, because going to school and stuff, some people would make fun of my accent and stuff, and I would just be like, ugh! And I guess that's something that really made me not be so proud of where I'm from. Because it was just like, oh you have to speak English perfectly.

Through his schooling experiences that favored English and constantly devalued Spanish, Sergio was made to feel ashamed of his linguistic and cultural identities. Language and culture are so intertwined that if the Spanish language is stigmatized, Spanish-speakers or the people of Mexican-descent who are associated with that language are also marginalized (García & Velasco, 2012; Lippi-Green, 2012). Even speaking English with a Spanish accent was enough to mark Sergio as someone other than the norm.

Consequently, Sergio's Spanish use was largely relegated to the home, and to visits to Tulipa.

In speaking about his experiences growing up in the border city of Buenavista, Texas, Sergio showed a sense of critical consciousness about the ways in which the Spanish language and Mexican culture were devalued in the broader community, and consequently the people associated with these identities. When asked about the ethnic / racial demographics of the Buenavista community, he responded:

> It's a bunch of Mexicans. Well, Mexican-looking people because, in terms of language, it's the whole assimilation thing, like everyone just wants to speak English. And the people that spoke Spanish were called "the Mexicans." It was usually people that played soccer.

Buenavista's residents were mostly Mexican-origin and bilingual, but Sergio noticed that English was considered the language of prestige while Spanish was relegated to more private and stigmatized "Mexican" spaces. He recognized and even named the forces of assimilation and internalized oppression that operated to devalue Spanish language and Mexican culture in his border community.

Sergio elaborated on how the Spanish and English languages were used differently in the community. "Something that is more upper-class, they would speak to you in English. If you go to a restaurant, or even fast food, they'll speak to you in Spanish. Or in Spanglish." English, the language of prestige, was used in businesses associated with wealth and socioeconomic success while Spanish and the translanguaging practices common in many border and bilingual communities (Anzaldúa, 1999; Zentella,

1997), were spoken in places that were considered lower class. He also identified a pattern with accents and power in Buenavista restaurants and businesses.

> If someone goes up to the person in charge and they speak with a thick accent, you already see that the person is very to the point, and very non-friendly. And if someone goes there and speaks eloquently, they'll be all, "Oh yeah. Let me help you."

Beyond differences in language, Sergio pointed out that even subtleties in accent were markers of difference to be stigmatized. Sergio showed a sense of critical consciousness in recognizing these patterns of oppression and internalized oppression linked to racism, lingüicism, and social class in his community and schooling experiences. His critical consciousness of the inequities that Spanish-speaking students of Mexican origin faced in U.S. schooling and society shaped his pedagogical philosophy of authentic cariño, and ultimately, his choice of participant structures in the classroom.

Entering a Caring Community at University

Unlike Adriana and Carla, Sergio did not speak of a difficult transition to university. Sergio stayed in Buenavista for one year after graduation since he had an offer to run cross-country for the local university before transferring to CU. At CU, he continued his involvement in extracurricular activities, which appeared to provide supportive spaces, and he arrived knowing he wanted to become a bilingual educator. Sergio joined the bilingual education student organization and eventually became an officer. He also participated in some different honor societies. These provided social outlets but also allowed him to maintain focus on his studies.

> It was cool because it was like, 'Oh, we're going to go play laser tag five to seven'

> or 'We're going to meet up at school in the morning from nine to twelve.' And that was it...It helped me not get distracted from all the schoolwork.

In contrast, when he hung out with his friends it would be an all-day affair. While these extracurricular activities would not be characterized as authentically caring communities where his languages and lived experiences were valued, they did provide some necessary social support.

Identity Work

Sergio, like Adriana and Carla, was able to engage in some important identity work through his courses and involvement in the bilingual education program at CU. This was the first time that he entered a space where he did not feel ashamed of his language(s): "The identity stuff has been pretty recent from the university. I liked it, though. It was empowering." Through this work, he was able to recognize oppressive and isolating experiences from his childhood in Buenavista and begin to work through those layers of internalized oppression to forge a new identity. Similar to Carla, Sergio felt empowered to learn about other Latin@s and people of Mexican origin in the U.S.: "I remember being like, 'Oh, this is awesome.' But it was also my first time seeing it so...Only so much got stuck." While this was an important step to have exposure to a broader body of knowledge that included the perspectives of Mexican-origin peoples, a few courses with this content likely had limited possibilities for transformation if not accompanied by follow-up.

Sergio echoed Carla's experiences of not feeling entirely accepted in the U.S. nor in Mexico. Like many others who grow up in U.S.-Mexican border towns, he moved

between two worlds in Buenavista and Tulipa. Despite his transborder existence, he was made to feel that his English and Spanish language levels were inadequate in both settings:

> I know there are still certain words that I don't say correctly in English, or I may put an accent in a different place than where it usually goes. So I know that because people have noted it, and I can hear myself, too. And then I go to Tulipa, and then if I talk in Spanish over there they will know I'm not a fluent Spanish-speaker in their standards.

Sergio's assessment of his language abilities shows that, even at the time of the study, he continued to feel positioned as a bit of an outsider in both the U.S. and Mexico. This assessment is a reflection of societal norms that privilege "standard" forms of language and stigmatize other varieties (Anzaldúa, 1999), the double stigma that many Mexican-origin people suffer.

At the same time, he was also beginning to recognize that this stigma was socially constructed. He recalled a time in middle school when they had a substitute bus driver who only spoke Spanish so Sergio gave him directions: "I gave it to him in Spanish, and one of my friends was like, 'Oh, you talk Spanish so well.' But I was like, 'no,' because my friends from Tulipa told me I don't, but then my friends from over here tell me that I don't speak English that well." Sergio recognized that these judgments made upon his language abilities were subjective. However, they still held power. Sergio was still coming to terms with his internalized oppression, a product of years of schooling in an assimilative context in the U.S. Something so deep cannot be fully healed with a few university courses but these spaces were an important start to build that awareness and

sense of consciousness that hopefully will transform into advocacy with time and continued support.

Today, Sergio is forging an identity as a multilingual and multicultural being. At the time of the study, like Carla he self-identified as proudly Mexican American. In a written assignment for past coursework detailing his bilingual trajectory he noted a deep appreciation for Spanish language and literacy he had developed during the program:

> Last year was a pivotal point in my life. I was able to truly appreciate the value of my cultural heritage after having completed the foundation's semester. Since then I have read a dozen books and sought out music in Spanish. It is actually pleasant being proud for once of where I come from.

Sergio's coursework in the bilingual program at CU gave him both the knowledge and the space to reflect, and to engage in important identity work. As a result, he felt pride in the Mexican culture and in Spanish language for the first time. Sergio was motivated to develop his Spanish (multi)literacies through reading and listening to music after years of schooling in English where Spanish was devalued. He had encountered that authentically caring space at last.

Sergio's Pedagogical Philosophy of Authentic Cariño

Sergio's pedagogical philosophy, as with Adriana and Carla, was shaped by his life experiences and the caring spaces he encountered. As mentioned previously, several aspects of his philosophy were shared by all three *maestr@s* including: positioning students as experts, learning as collaborative, active and hands-on learning, contextualizing the curriculum, the classroom as a place of fun, and attending to students' well-being. Both Sergio and Carla articulated high-level learning as part of their

philosophy, and two elements were unique to Sergio's philosophy including a focus upon social justice and thematic learning. I will focus on the aspects of contextualizing the curriculum, collaborative learning, and hands-on and active learning and their connections with Sergio's choice of participant structures in his pre-kindergarten student teaching placement.

Contextualizing the Curriculum

Like Adriana and Carla, Sergio articulated the need to contextualize the curriculum by connecting it to life experiences and prior knowledge. Sergio's ultimate goal in his teaching, as he wrote in his autobiography for prior coursework, was to teach in a way that helped his students see "que tan interrelacionado están las cosas en este mundo [*just how interrelated things in this world are]*." He aimed to weave together different subject areas and to frequently make connections between the curriculum and students' lives. In a mid-February journal response, he reflected upon the difficult experience of growing up as an emergent bilingual student in Texas and how that shaped his own pedagogical philosophy:

> My teachers rarely ever asked for any personal input and when they did, they did not seem to really understand what I was trying to tell them. Now that I am on the other side of the classroom I try to ask my students questions that will help them connect the lesson's main idea with their own lives.

His commitment to connecting students' lives to the curriculum was evident in his lessons.

Sergio intentionally related content-specific vocabulary to students' everyday knowledge. After a science lesson on plant parts near the end of March, he reflected

upon how he helped students connect the academic vocabulary for "tallo [*stem*]" to the everyday word of "palo [*stick*]."

> I noticed that palo [sounded like] tallo so I kind of tried using that to help them. Because I knew that, I mean before when we were outside, 'oh los palos,' I don't know what, so I knew they knew what that meant.

He drew upon the knowledge that he knew his students possessed and bridged it to a new vocabulary word, increasing their engagement and likelihood of academic success.

In a journal response a few days later, Sergio shared that the most common changes he made to his lessons were those that related directly to his students' background knowledge since familiar contexts seemed to increase student understanding and engagement. Similar to Adriana and Carla, Sergio also modified the Heggerty phonemic awareness routine to make it more meaningful. He wrote about changing up this routine in the moment to connect academic content to students' life experiences when he noticed that students were struggling with chorally deleting the final two or three letters of a word. "I decided to do it with the students' names. For example, a Lupita quítenle la ta y ahora dice…[*for Lupita take off ta and now it says…]*. Students immediately got the hang of this." By connecting this abstract phonemic awareness activity to something familiar, the students' names, they were able to grasp a challenging concept, and became much more engaged in the lesson. Sergio's focus upon contextualizing the curriculum influenced his choices in the classroom.

Collaborative Learning

As was the case for all three *maestr@s,* Sergio frequently mentioned the value of collaborative learning but each articulated a slightly different interpretation of that value.

For Sergio, more peer interaction served to maximize learning, build social skills, and to increase student comfort levels. In his journal response in mid-February, Sergio attributed the high level of student understanding of the 1-2-2 pattern in completed bracelets during an integrated math and social studies lesson with his decision to have students who were finished assist and interact with others. A week later, Sergio commented in his journal about the helpfulness of the pair share strategy since it appeared to enhance comprehension and build comfort levels for shy students. He elaborated on his ideas in a late March journal response:

> I believe this not only allows more time for discussion of the matter at hand but also provides the students an opportunity to lower their affective filters since it may be easier to simply ask questions to their peers instead of the teacher.

After I observed Sergio implement a pair share during a February 23rd read aloud, he commented that he liked having students talk to their peers since it "takes away the pressure of me having to be talking all the time. It also gives them time to digest what we're talking about." These opportunities for peer interaction centered the lesson on the students and their ideas and provided important think time, leading to increased student understanding.

In the member checking at the end of the semester, Sergio spoke of desire to implement more pair shares and cooperative tasks in his future classroom; participant structures rarely implemented during the student teaching placement. "I would like to do more cooperative work…Because when you're working in a team you could get more things done, faster." I observed him implement a cooperative task on one occasion fairly early in the semester, something he and the students were unaccustomed to. In response

to my question about whether or not he would like to use more pair shares, a structure I had observed on a couple of occasions, Sergio noted: "I like doing the pair share. I like hearing them discuss everything…I guess it's just something that I've never been used to, and I haven't really seen. So it's not in my mind all the time." While he valued the use of pair shares, he acknowledged that limited exposure to this participant structure in his placements made it elusive. He aspired to put forth a more conscious effort in the future towards implementing more pair shares since he realized the academic and social benefits for his students, which aligned with his philosophy of authentic cariño. In this way, his wholehearted support of collaboration aligned him with Adriana and differed from Carla, who seemed to be wary of collaboration interfering with students' ability to learn.

Active and Hands-On Learning

Sergio felt it was important for his pre-kindergarten students to be engaged in hands-on and active lessons. In a February journal response following the bracelet-making / patterning activity, he discussed the merits and challenges of using yarn over string and commented that he "purposefully used yarn because I wanted my students to work on their fine motor skills" as they threaded the cereal loops together. Even though he knew it would be more challenging to manage, Sergio chose a more difficult material since he viewed fine motor skill development as a priority for student learning. He reiterated the importance of integrating activities that developed students' fine motor skills in his typed lesson observation reflection after his first week of Total Teach in early April.

> Noté que los estudiantes estaban bien enfocados cuando estaban cortando. Me gustó ver esto porque ahora sé que debo de integrar más actividades donde ellos pueden ejercer sus habilidades motoras finas. [*I noticed that students were more focused while cutting. I liked to see that because now I know that I should integrate more activities where they can exercise their fine motor skills.*]

Sergio maintained a constant goal of weaving in opportunities for students to be physically active during lessons since he was aware of the developmental benefits for his young students.

As with Adriana, movement was something that Sergio also viewed as helpful for classroom management and student engagement. In a late March plant parts lesson, I observed him use a new strategy where he shook the can of namesticks vigorously and invited students to rhythmically pat their knees in tempo before choosing a student to respond. During the conference, Sergio voiced that this strategy was ideal to capture their attention and worked much better than verbal reminders to listen. He also stated the necessity of active engagement for all learners: "Yeah. I think that's what a lot of us need. I mean, kids obviously more, but if we are just sitting down and listening and silent." Sergio preferred to use strategies where students responded kinesthetically to actively engage them, and he was cognizant of their necessity to move around and talk.

Sergio's Choice of Participant Structures

During the seven lessons that I observed Sergio, like the other *maestr@s,* implemented a variety of participant structures in his pre-kinder bilingual placement during whole group instruction on the rug, the bulk of instructional time. All of these whole group participant structures overlapped with those that I observed in Adriana's classroom and several coincided with Carla's classroom. Independent practice at table

groups was typically short and characterized by either paper and pencil or hands-on activities completed individually and quietly, in stark contrast to educational theory that supports the necessity for young children to learn through talk and other forms of active construction of meaning (Montessori, 1964; Piaget, 1962; Vygotsky, 1978), especially in multilingual contexts (Soltero-González & Reyes, 2012). Over the course of the semester, Sergio structured opportunities for increased active participation and occasional moments of agency for students to engage in higher-level thinking in opposition to the established classroom norms of passive low-level learning. Table 4 depicts the participant structures observed during his lessons.

Table 4. Participant Structures Observed in Sergio's Lesson Observations

ON THE RUG	AT TABLE GROUPS
Raised hands	Independent work
Call outs	Hands-on independent task
Calling on specific students	Task where some work independently and others collaboratively
Random turn using namesticks	
Choral response	
Kinesthetic response	
Student expert leads class	
Pair share	

Whole Group Instruction on the Rug

Sergio began his lessons with students seated in a circle on the rug and implemented, and often had students shift between circle and cluster formations. This promoted physical movement and served to refocus student attention. During

instructional time on the rug he incorporated some participant structures that resembled more teacher-directed structures and others that appeared to encourage more student voice and movement.

Teacher-directed instruction. Call outs were by far the most commonly utilized participant structure during whole group instruction on the rug, and students used a mixture of call outs and raised hands to participate in every observation. As the semester progressed, call outs far outnumbered raised hands in responding to questions that Sergio posed to the class. Students often responded to comprehension questions or story predictions during read alouds with call outs. Sergio frequently used call outs in whole group instruction to make ongoing connections between the curriculum and students' prior knowledge and life experiences. Before and during read alouds, he often asked questions to connect this prior knowledge to the story or to lesson concepts such as asking what building were made of before beginning a read aloud for an early March integrated math and language arts lesson. Students also initiated sharing personal connections or posing questions by calling out, such Fernando sharing that he ate carrots during a lesson on plants and Susy asking what el ladrillo [*brick*] meant during the early March height comparison math lesson.

Each lesson observation included a few raised hands, excepting a late February lesson, which was dominated by raised hands. In this lesson he explicitly reminded them to raise their hands as well as during the final lesson observation. Apart from these two occasions, students either called out or raised their hands as they saw appropriate. This provided students with choice in how they chose to participate, even if it was likely due

to developing classroom management skills. Over the course of the semester, students used raised hands to share their story predictions, or respond to other questions that Sergio posed to gauge their understanding or make connections to the curriculum.

Sergio occasionally called on specific students during whole group instruction. He appeared to use this participant structure for different reasons: to widen participation, as a classroom management tool, and to allow a student who showed with her / his body language that they would like to participate. Many times, Sergio seemed to call on specific students in order to widen participation since he generally chose students who had not previously participated in answering the question he posed to the class through call outs or raised their hands, like for a story prediction or inquiring about the uses of plants. This was often met with silence from the student until Sergio called on another student or switched back to raised hands or call outs. Other times, such as during a read aloud when a student was turned around and talking to her classmate, he appeared to call on her to draw her back into the lesson. Awareness of students' body language also elicited calling upon a specific student, such as when he noticed a girl's eager facial expression after he posed a comprehension question about what was happening in the story.

In his final four lesson observations, Sergio used random turn determined by choosing participants from a can of namesticks, mentioned above his pedagogical philosophy for active and hands-on learning. Sometimes he posed the question first, such as sharing their favorite part of a story in a mid-April read aloud or supplying the letter name that matched a word's initial. Other times, he used the sticks to have them

nonverbally come up and show their understanding, a participant structure I will expand upon in the next section. Sergio designed an interactive routine for selecting the namesticks. As soon as he began to shake the can back and forth, students drummed their hands on their knees in rhythm with the can, excitement building, until he stopped. He dramatically pulled a stick and waited for their attention before reading the name aloud. The children clearly enjoyed this interactive routine, and one student even called out a request that Sergio use the namesticks in an early April lesson to which he obliged.

Moving towards student-centered. Sergio clearly had fun with his students, and found ways to actively engage them with their learning during whole group instruction. He incorporated many opportunities for students to participate chorally or kinesthetically.

Choral response was frequently used in lessons and increased as the semester progressed. As mentioned earlier, I defined a participant structure as choral response if three or more students answered with the same answer simultaneously. If fewer students answered, I considered it a call out. Choral responses showed increased active participation relative to call outs and students appeared to feel more at ease verbally calling out their ideas as the semester went on. Sergio used choral response to connect curriculum to students' lived experiences such as asking who liked to eat cake in a late February read aloud to which several students enthusiastically replied, "¡Yo [*Me*]!" At other times, choral response was a sign of playfulness. At the beginning of a read aloud to introduce a math lesson on combining numbers in the final observation, Sergio expressively read aloud the title "Grrr!" Several of his students chorally responded in kind with "Grrr!" noises of their own. Sergio's playfulness encouraged students to be

themselves and actively engage in the lesson.

Sergio frequently used raised hands as a type of kinesthetic response to connect the curriculum to their lived experiences. Students sometimes answered with a mixture of choral response and kinesthetically raising their hands since Sergio did not specify his expectations. Regardless, these types of questions promoted widespread active participation amongst the students. During a read aloud in early March he asked who had a barbecue grill at home, and several students raised their hands or called out "Yo [*Me*]!*"* In another lesson in late March lesson on plant parts, he asked if students had seen flower with petals at HEB, the Texas grocery store chain where most families shopped, to which several student raised their hands. Since Sergio shared many background experiences with his students and had an understanding of their daily experiences as Latin@ Spanish-speaking first- and second-generation immigrants, he was able to draw them into the curriculum.

Sergio also prompted students to engage in more involved kinesthetic response. Occasionally, this kinesthetic response seemed more about engagement than supporting key concepts. During the *Grrr!* read aloud he asked, "Muéstrenme asustados [*Show me scared*]," to which they showed him various versions of twisted up faces with wide eyes and mouths. This showed him that students were following events in the story, but did not demonstrate their understanding of math combining concepts. Later during that same lesson, he asked students to show him two and two together with their fingers, which directly connected to math concepts. At other times he asked students to move around to act out a particular concept or to connect curriculum to background knowledge such as

crawling like a turtle, walking slowly for time concepts, and stretching the arms to a great height for measurement. Through movement, students were actively involved in showing their understanding and it increased engagement.

Sergio also called upon students to nonverbally model an activity or concept in front of the class. In contrast to Adriana and Carla, he placed students in front of the class with opportunities to engage kinesthetically rather than verbally. This provided a context where they were more actively involved, but not necessarily in the role of an expert. For example, in early March Sergio called up three students to stand at the front as he talked about the specific roles students would have for the math cooperative task assignment on comparing heights of cube towers. He attached a sticky note with the number one, two or three to each student. After he explained the three roles, he added that they would change roles after constructing each pair of towers and the students swapped sticky notes to illustrate this.

While students did not have the opportunity to verbally share knowledge, it positioned them in front of the class as models and scaffolded understanding for their peers. In another example in the late March lesson on plants, Sergio selected students with namesticks to come up to the easel and point out specific parts on a diagram of a plant to the class. Sergio provided them with gentle but clear feedback and quickly selected another stick if they did not indicate the correct part. After correct answers on the first try, students spontaneously called out "¡Yay! ¡Bravo!" and clapped appreciatively. In this way, they were able to show some degree of knowledge in front of their peers, and Sergio could check understanding.

Collaborative knowledge construction. I observed a couple of instances where students seemed to be collaboratively and interactively engaging in knowledge construction. In late February during a read aloud of *Harold and the Purple Crayon*, Sergio orally modeled the sentence stem "Yo predigo que [*I predict that*]" before asking students to pair share their story predictions. I heard a lot of talk as students faced their partners and began orally sharing predictions. Sergio followed up by calling on several raised hands. This was the only occasion that I observed a pair share during his lessons.

In the final lesson observation on combining numbers in mid-April, Sergio structured an opportunity to position a student as a knowledge constructor in front of the class. He first drew circles on the easel and asked students what animal could have a circle-shape. "Un gato [*A cat*]" a student called out. Then Sergio selected a boy to come up and draw cats from the circles, and orally answer the combining problem. Next, he asked a girl come up and convert the triangles he had drawn into pizza slices, and then orally tell them the answer to the addition problem. These students became part of the knowledge construction process since they used their artistic talents to turn shapes into everyday items or animals before verbally telling the class the answer to the combining problems.

Independent Practice at Table Groups

Sergio mainly followed his mentor teacher's lead during independent practice at the tables as students worked independently and quietly on paper-and-pencil or hands-on activities. During the seven observations, he tried pair and group work very minimally during independent practice.

Teacher-directed. There tended to be very little student interaction as they worked at their tables. Most of the interactions that did occur included Sergio, the mentor teacher, or me talking with students as they worked quietly. Table tasks were evenly split between hands-on and paper-and-pencil activities. While in certain contexts hands-on activities can spur more student interaction, it is no guarantee. In the first lesson observation in mid-February, students were instructed to make a 1-2-2-1 pattern with red and green fruit loops. They quietly made their bracelets as Sergio and his mentor teacher checked in with different students. This strict pattern and lack of color choices left no room for creativity or for higher-level learning.

For independent practice during an end-of-March plants lesson, student engaged in little social interaction as they cut out plant parts and pasted them onto their worksheets. A completed example was displayed on the easel, though not easily visible from all tables. Below, I included the longest interaction that was audio recorded at a randomly chosen table with four students.

S1: Mira. Así [*Look. Like this*].
S2: (inaudible)
S1: Sí. Aquí [*Yes. Here*].
S2: ¿Esto no va aquí [*Doesn't this go here*]?
S1: Esto va acá. Este después pega acá [*This goes over here. Afterwards, you paste this over here]*.
S2: ¿Esto va aquí [*Does this go here*]?
S1: No, esto va acá [*No, this goes over here*].
S1: ¿Necesito cortar aquí [*Do I need to cut here*]?
S2: No, está bien [*No, it's good how it is*].

The recording captured the peer support that one student offered the other as they worked to complete the diagram of plant parts. There was no use of academic vocabulary nor

connection to students' prior knowledge of plants. Similar to the pattern bracelet activity, this task was low-level and did not necessitate peer interaction.

Approaching student-centered. In three of the lesson observations of independent practice, students seemed to be engaging in participant structures that facilitated more student interaction and higher-level thinking. The late February independent practice activity on story predictions, following the read aloud of *Harold and the Purple* Crayon, sparked more student talk than most other lesson observations. Students used a trifold paper to draw pictures and write their story predictions for what Harold would do in his next adventure. During the read aloud, Sergio had modeled predictions of activities they might do in their own lives and gave them opportunities to orally share predictions. As they worked at their tables, many students talked to each other quietly as they worked on their drawings of houses, schools, and mountains with Harold and his purple crayon in the background. Sergio allowed for student choice and creativity, and connected the predicting activity to students' lives, which likely contributed to increased student interaction in contrast to the classroom norm of working silently.

In early March, Sergio taught the required cooperative lesson assignment where students were to have specific roles in a collaborative task with the goal of positive interdependence. For a math heights comparison activity in Spanish, students were to work in groups of three to construct pairs of towers from unifix cubes and write which tower was taller and which was shorter on the worksheet beside each problem. One person was to construct the pair of towers, another was to look at the tower and decide if

it was short or tall, and the third person was to write these words on the worksheet before they exchanged roles and worked on the next pair of towers.

As I walked around, I noticed a mixture of students working together and working independently. Some of the groups worked well together to construct the towers, talk it out, and label each tower appropriately as *taller* or *shorter*. Other groups or individuals constructed the first tower and immediately labeled it as shorter or taller without comparing it to the second tower. Several of the students struggled with writing the words shorter or taller. While there were some difficulties, the activity spurred more student interaction than most observations as students negotiated their roles and the task. In retrospect, as his facilitator I should have strongly encouraged Sergio to teach the cooperative lesson later in the semester when he would have a better understanding of the curriculum and of how to support student understanding.

In the second to last observation in early April, Sergio structured a math patterning activity that included student choice and opportunities for higher-level thinking. Before they went to their tables to begin making animal patterns, he modeled an example and emphasized, "Esto es un ejemplo. Yo quiero ver como ustedes lo hacen [*This is an example. I want to see how you all do it*]." He then reviewed the directions with students and reminded them to ask their tablemates for help before asking him. Sergio encouraged students to come up with their own animal patterns and to seek help from their neighbors. As I walked around, about half of the students broke from the teacher example of goat, duck, duck, goat (ABBA) to invent their own animal patterns

such as pig, cow, cow, pig or even alternating two animals (AB). One student created a hybrid pattern of ABBAAB, joining the two patterns together.

While they worked, the mentor teacher also checked in with students and at one point she asked Sergio which pattern he wanted them to work on. He responded, "Whichever one they like as long as it is a pattern." Sergio was breaking from the classroom norm of one right answer for all to follow. For those students who took Sergio up on this opportunity to create their own patterns it became a more student-centered lesson. There was little student interaction and most of what was captured on the audio recording was the mentor teacher and Sergio checking in with students. For it to be firmly situated as a space for collaborative and student-centered learning, there needed to be more student interaction to exchange ideas and spread understanding of higher-level thinking but this was a start.

CONCLUSION

Sergio appeared to draw from his life experiences as he made choices about how to support and engage his students with learning in the classroom. While he, like Adriana and Carla, was motivated to achieve academically through hearing his parents' stories of limited educational opportunities and economic hardship and he encountered caring adults and peers at school who supported him. In contrast to the other two *maestras,* Sergio seemed to have some economic resources at his disposal that may have buffered his exposure to racism and lingüicism, and his transition to and life at university seemed smooth. He was still working through complex identity issues at the time of the study but

was beginning to embrace multilingual and multicultural identity that will hopefully lead to an active role of advocacy for Latin@ emergent bilingual students.

Sergio's pedagogical philosophy of authentic cariño intersected with his choice of participant structures, but this was evidenced more during whole group instruction on the rug. In his student teaching placement, Sergio incorporated a variety of participant structures during whole group instruction to connect students' life experiences and prior knowledge to the curriculum and actively engage them. Activities during table groups seemed more of a challenge to move towards student-centered learning, but a few did include more student choice and higher-level thinking. In Chapter 7, I will expand upon the contextual factors that Sergio seemed to consider in his sensemaking process, in addition to his philosophy, in choosing particular participant structures.

Case Study Chapters Discussion

In these three case study chapters, I addressed my first research question of which types of participant structures the *maestr@s* implemented in their elementary bilingual classroom placements during my weekly observations as well as part of the second research question, the ways in which their life histories intersected with the participant structures that they chose. The *maestr@s'* U.S. schooling experiences with racism and lingüicism and the caring communities they encountered in and out of school appeared to shape their pedagogical philosophies of authentic cariño, which intersected with their choice of participant structures in the student teaching classroom.

The Family

For all three *maestr@s*, the family provided key support in reinforcing the value of Spanish language, Mexican identity, and promoting academic success through high parental expectations and actively advocating for their success. In Adriana and Sergio's cases, their families immigrated with the specific purpose of increased opportunities for education. For Carla, her mother took an active role in ensuring that her children would have bilingual education experiences. These findings parallel other research on Latino immigrant families' high academic expectations for their children (Suárez-Orozco, et al., 2008) and on the long history of Mexican-origin families' and community advocacy for more equitable education for their children (Menchaca, 1993; San Miguel & Valencia, 1998).

University Access

Adriana, Carla, and Sergio charted unique journeys, with some similarities, in arriving to university. They each displayed tremendous agency in order to overcome obstacles placed in their paths as Mexican-origin Spanish speakers to gain access to educational resources that often came so easily to their white monolingual English-speaking peers. All three also encountered authentically caring school adults who acted as mentors. These caring adults appeared in the form of classroom or ESL teachers, and school or district counselors, reminiscent of other work on mentors for Latino first-generation and immigrant students (Gándara, 1995; Gibson & Hidalgo, 2009; Harklau, 1994). They facilitated the *maestr@s'* paths to university by helping to place them on the college track for coursework, through sharing vital college information and by

valuing their intellectual, linguistic, and cultural resources. Once participants were in GT (gifted and talented) and advanced placement courses, they received focused attention from school counselors on the college application process. While mentors facilitated this process for them, there existed a degree of vulnerability since participants had to trust that these school adults would make decisions in their best interests.

Peer networks, especially in Carla's case, were crucial to the *maestr@s'* journey to university. Carla relied heavily upon her peers and had a strong positive academic peer network in place. Some research on immigrant students frames this reliance upon peer support as an anomaly since Mexican-origin students are the least likely to report academic peer support, yet at the same time, they generally do not have close ties with school adults and tend to rely heavily upon peer networks (Suárez-Orozco et al., 2008). Carla, with her secondary schooling context where Latino bilingual students made up the majority of AP class enrollment, was well positioned to form this tight peer network.

Outside programs and policies to support underrepresented groups of students in getting to college also aided Adriana and Sergio. Texas's Top Ten Percent rule, a program that guaranteed acceptance to any of the state universities with financial assistance for all students whose GPA placed them in the top ten percent of their graduating class, helped make Adriana's goal a reality. As an undocumented student, she had had no means of even applying for loan assistance. Research on the effects of Texas's Top Ten Percent program backs up her experience since a study found that this policy has significantly widened access to the state's top universities to include more students from racially diverse and lower socioeconomic backgrounds (Long, Saenz &

Tienda, 2010). Programs at the federal level also aided participants. The U.S. Department of State's Gear Up program provided Sergio with ongoing access and exposure to college information beginning in middle school. For both Adriana and Sergio, as first-generation college students, these programs helped equalize the playing field in understanding the complicated process of getting to university.

Support While at University

College retention was an important issue in the case study findings, especially pertinent since all three Mexican-origin participants were first-generation college students. Carla and Adriana both encountered difficulties with whom to ask for help with academic advising and support. Adriana relied exclusively on her peer network and Carla received misguided advice from her academic counselor. While they eventually found caring communities of peers and adults within the bilingual education program who supported their academic success, Latin@ multilingual students should have the opportunity to encounter the same degree of support in other majors, including the more lucrative and esteemed programs in the sciences and engineering.

Two of the three *maestr@s* took time off while completing their college degrees. Adriana had to leave for two years due to issues at home, likely related to economic resources. Carla left after her first year and returned a year later, seemingly fortified from her time at home and ready to make hard decisions to get her onto a track towards academic success. This correlates with findings from the literature that first-generation college students are much more likely to leave school after their first year and are less likely to return after a leave than other college students (Choy, 2001; Ishitani, 2006).

Due to their persistence and ability to finding caring communities, Adriana and Carla both returned and continued on to graduate. Far from an overall supportive environment, the university seemed hostile in many ways to their success.

Developing Bi(Multi)lingual and Multicultural Identities

Each of the *maestr@s* forged their own paths in developing multilingual and multicultural identities. Adriana's strong Mexican and Spanish-speaking identities were formed during her upbringing in Mexico since she did not immigrate to the U.S. until she was 14. Upon immigrating to Texas, her world was turned upside down as white monolingual speakers of English occupied the top of the academic and social hierarchies and immigrant students and speakers of Spanish were relegated to the bottom. Adriana was able to take a fervent position of advocacy for the academic rights of her immigrant peers before she had even graduated from high school.

Carla, during her early schooling in Texas, experienced a combination of low-level bilingual and English-immersion settings with her Mexican-origin peers. Her mother's continued advocacy for Spanish language coupled with Carla's secondary school experiences, with majority Mexican-origin bilingual students in her A.P. classes, likely shaped her multilingual multicultural identity. She seemed to draw power from speaking Spanish in those school spaces with her peers, similar to other work on linguistically diverse students' academic identities (Santibañez & Zárate, 2014; Suárez-Orozco et al., 2008). Carla demonstrated advocacy for the Spanish language during university by encouraging her younger siblings to speak Spanish and engage in Spanish literacy activities.

Sergio's experience of schooling in a border city in Texas was markedly different from both Adriana's and Carla's. He spent the first part of his life, until eight years old, in Mexico in a relatively comfortable existence, and then faced the disconcerting experience of moving to a border community where the majority Mexican-origin community seemed to reject Spanish language and Mexican culture in place of English language and "white" ways of being. Several empirical (Garcia Hernandez, 2009; Moll & Ruiz, 2005; Murillo & Smith, 2011; Smith & Murillo, 2013; 2015) and theoretical (Anzaldúa, 1999; Arriola, 1996) works capture the oppressive societal and institutional forces that devalue Spanish language and Mexican identity that are acutely felt in U.S. border communities. During university, Sergio came to name the community members', and his own, internalized oppression through reflection in university coursework. At the conclusion of the study, he seemed to be working through these complex issues of identity on the path towards advocacy.

University coursework for the bilingual program appeared to support Adriana, Carla, and Sergio in engaging in the necessary identity work to construct a multilingual and multicultural sense of self, and to embrace advocacy as an important outgrowth of that identity. In order to engage in this identity work, they first needed to feel like they were part of an authentically caring community. For Adriana, the use of collaborative groups in the university classroom facilitated this. For all three, the use of Spanish language and explicitly valuing their lived experiences, linguistic and cultural identities helped to build that community. Coursework provided them with opportunities to critically reflect upon their experiences as Mexican-origin Spanish speakers in U.S.

society and schooling, as well as readings and discussions about the history and context of Mexican Americans in the U.S. To see themselves in the curriculum was a new and empowering experience. Additionally, the Spanish language was welcomed into the classroom in some of their courses. This public valuing of their home language contributed to their feelings of acceptance as multilingual and multicultural beings, and spurred advocacy for the academic success of other emergent bilingual students.

Elements of the *Maestr@s'* Pedagogical Philosophies of Authentic Cariño

On the surface, many of the elements of the *maestr@s'* philosophies appeared to overlap. However, a deeper analysis revealed that there was a range of viewpoints on what each element, such as collaborative learning, signified and how it intersected with their choice of participant structures in the student teaching classroom. Participants had various opportunities, throughout coursework and in the context of student teaching, to explore and (re)define the elements of their philosophies around teaching and learning before they entered into their own classrooms. These opportunities to construct a strong pedagogical philosophy are crucial in order for teachers to be able to enact empowering pedagogy in school contexts were policies and practices routinely marginalize linguistically diverse and other students of color (Ladson-Billings, 2009; Sleeter & Bernal, 2004).

A Variety of Participant Structures

The *maestr@s* implemented a range of participant structures in their bilingual student teaching placements, influenced by their pedagogical philosophies of authentic cariño. In looking at the nature of student interactions during observations, more

collaborative participant structures such as pair shares and centers activities generally produced higher levels of student interaction about the topic but this amount seemed to vary by classroom context. I will continue to explore other possible factors for this variation in the next chapter.

The task of locating particular participant structures as more or less empowering is incredibly complex. While I used Golding's (2009) spectrum approach for this project (Figure 3.2), an important next step that I would like to pursue in my future work is the development of a more dynamic model to conceptualize the complexity of locating participant structures in terms of more or less empowering pedagogy along a multidimensional continuum. This continuum might take into account such factors as external policy influences, teachers' pedagogical philosophies, and the local societal and school contexts. The model would locate participant structures, not as static, but as constantly shifting.

Occasionally in the *maestr@s'* classrooms, students took advantage of opportunities for agency to enact more empowering participant structures as the *maestr@s* were developing their classroom management competencies. One example of this was the sharing of three dimensional mystery bags during Carla's second lesson observation where her student Nicolás momentarily took control of the teacher role. Similarly, one of Adriana's students began calling out suggestions for appreciation cheers after student presentations on their Texas state symbols, which Adriana accepted before reverting back the following lesson to personally selecting the cheers. Preservice teachers are given the message that it is a sign of weakness or chaos to let students take

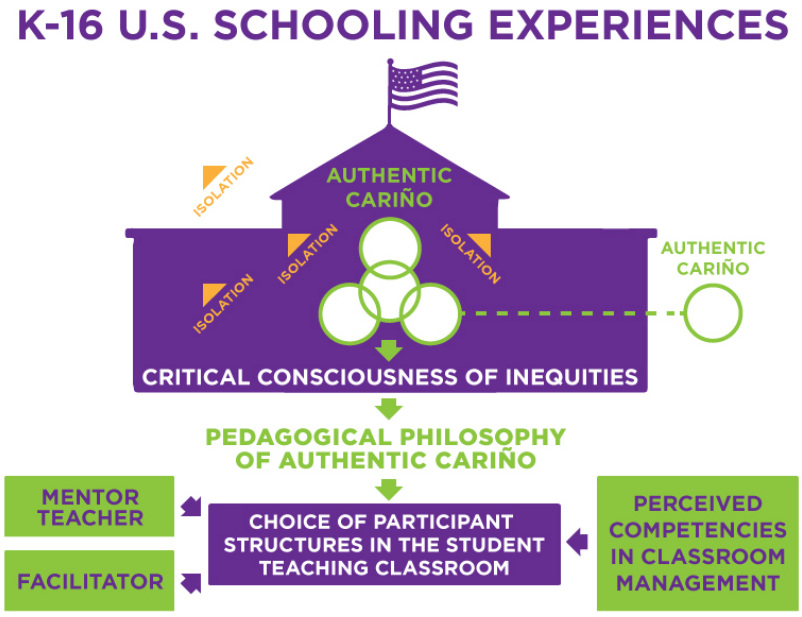
over instead of a beautiful thing when they can happen upon or facilitate moments such as these and embrace them.

I continue to explore the sensemaking process that the *maestr@s* used in choosing particular participant structures in Chapter 7. I examine the potential resources that they accessed, including their mentor teachers and the university facilitator, in making these decisions. Additionally, I look at the ways in which their perceived competency in classroom management intersects with their choice of participant structures over the course of the semester.

Chapter 7: Potential Resources and Perceived Competencies: Making Sense of Participant Structures

Beyond the *maestr@s'* U.S. schooling experiences and their pedagogical philosophies of authentic cariño, participants also considered other factors when choosing participant structures in their student teaching placements. For Adriana, Carla and Sergio, their mentor teachers and the university facilitator acted as potential resources as they made sense of which participant structures to implement. Additionally, their perceived competencies in classroom management appeared to impact their choice of participant structures. These final aspects of my model, as part of the *maestr@s'* sensemaking processes, are depicted in Figure 5.

Figure 5. The *Maestr@s'* Choice of Participant Structures



MENTOR TEACHER

During student teaching, the mentor teacher and the university facilitator acted as potential resources in the participant structures that Adriana, Carla, and Sergio chose. In our written and verbal interactions, the *maestr@s* perceived their mentor teachers as both vital resources and, at times, formidable challenges to their abilities to follow personal philosophies of authentic cariño. Typical of many student teaching placements (LaBoskey & Richert, 2002), the *maestr@s* felt it was expected that they maintain their mentor teachers' participant structures and routines, especially at the beginning of the semester. When routines and participant structures aligned with their pedagogical philosophies of authentic cariño, mentor teachers served as a resource. When routines and participant structures clashed this became an impediment to the *maestr@s'* ability to follow their philosophies.

Mentor Teacher Alignment with the *Maestr@s'* Pedagogies of Authentic Cariño

Adriana's student teaching semester was her first placement with her mentor teacher while both Carla and Sergio had spent a previous internship semester with their mentor teachers and specifically requested this placement for student teaching. In many ways, Adriana felt that her mentor teacher was a strong model and resource. Several of the structures that her mentor teacher modeled in the classroom aligned with Adriana's philosophy of authentic cariño. Adriana related her overall positive assessment of her mentor teacher in an early February journal response after the second week of placement:

> My CT (cooperating teacher) maintains good behavior in the classroom reminding the students to keep each other accountable…Compared to other classrooms and teachers I've known, my CT seems more organized and disciplinarian, but at the same time she gives them a lot of attention and shows that she cares about them.

Adriana perceived Miss Torres as a strong model especially of classroom management, which was the main area she wanted to develop during student teaching. She also viewed her mentor teacher as successfully cultivating that caring learning environment. While Adriana grew more critical towards Miss Torres's management style over the course of the semester and ultimately came to see her as too strict, she maintained her impression that her mentor teacher was a helpful model for classroom management.

Adriana also perceived many of the participant structures her mentor teacher implemented as beneficial to student learning. She followed Miss Torres's lead in implementing pair shares, pair work, and group presentations, often extending them into other subjects. Miss Torres was the only mentor teacher in the larger original sample of seven who modeled pair shares. Pair shares, while short, provided students a valuable space to practice oral language, have think time, and make connections between the curriculum and their background knowledge. Miss Torres also implemented pair work during some of the math centers. Adriana noted this during member checking, "Solo algunos centros en matemáticas, los hace como en pareja *[Just during certain math centers, they work in pairs]*." As mentioned earlier, I observed Adriana extend pair work to science with a vapor experiment and cloud observations.

Adriana commented that Miss Torres would frequently use group presentations during English math lessons, a participant structure that she adopted and extended into science and social studies. In a mid-March journal response she wrote how Miss Torres would have students come to the rug at the end of the lesson and have bilingual pairs or

groups share what they did during centers and what they learned, allowing for opportunities to practice English and reinforcement of concepts for the rest of the class. Adriana felt that, "Esta práctica es muy beneficial especialmente para matemáticas porque la instrucción es en el segundo idioma de los estudiantes [*This practice is very beneficial especially for math since it is taught in the students' second language]*." Adriana perceived her mentor teacher as a strong model of supporting students' English language development. I observed her extend this participant structure into science and social studies, in addition to math.

Carla also perceived her mentor teacher as a strong model of pedagogy and they appeared to have cultivated a deep relationship with each other during the two semesters that they worked together. Carla ate lunch daily with Mrs. Jiménez and the other members of her kindergarten team in a classroom, and drew upon her as a major source of support. Their relationship was so close that oftentimes it was challenging for me to tease apart Carla's philosophy from that of her mentor teacher's.

From early in the student teaching semester, Carla voiced her appreciation of Mrs. Jiménez's approach in the classroom, an approach that seemed to align well with Carla's pedagogy of authentic cariño. In a mid-February journal response, Carla wrote:

> My CT is wonderful at making personal connections with the students. She moved up with them from Pre-K so…she is able to pull connections from the previous year…She always allows the students to share their connections to the text from home and encourages them to write about them.

Carla viewed her mentor teacher as putting forth effort into getting to know her students and their lives, and as a result, she felt Mrs. Jiménez well positioned to bridge the

curriculum to their background knowledge. In member checking at the end of the semester, Carla maintained her appreciation of Mrs. Jiménez's pedagogy: "From the very beginning, I really liked how Mrs. Jiménez taught. So definitely keep a lot of the same things that she uses, like groups and just the way she teaches." Carla intended to continue many of her mentor teacher's practices into her own classroom. She saw Mrs. Jiménez as a strong model of authentically caring pedagogy.

Carla routinely drew upon her mentor teacher, as well as other members of the grade level team, for support in developing her pedagogy. In a February journal response, she related how she had sought advice from both Mrs. Jiménez and another grade level team member on how to maintain student attention and was advised to incorporate some movement or songs before lessons to help students "get all the 'sillies' out." In an early March journal, Carla shared how she pulled students to her table who she felt would benefit from increased support with literacy. This allowed her to use individualized strategies like providing sentence stems or assistance in sounding out words according to their individual needs and was a strategy she attributed to Mrs. Jiménez. Carla valued small-group instruction to target skills and maximize learning and this value was reflected in her mentor teacher. Due to the close relationships they had developed, Carla had a plethora of expert resources at her disposal as she developed her pedagogy.

Carla also felt that Mrs. Jiménez gave her the flexibility to develop her practice. After a reading lesson on predicting in mid-March, Carla commented upon that flexibility: "Mrs. Jiménez gives me the liberty to be able to, I guess discipline would be

the word, when necessary." Carla felt that her mentor teacher trusted her to use appropriate management strategies with the students. In late March, she again voiced her perception of this flexibility in our post-observation conference. Carla had asked Mrs. Jiménez if she could change the seating on the carpet, as she and I had discussed the week before, "And she said 'Go ahead. Whatever it is that you want to try out.'" Mrs. Jiménez's flexibility and trust in Carla made her feel supported, and allowed her to grow tremendously in her practice.

Sergio occasionally voiced the ways in which he viewed his mentor teacher, Mrs. Flores, as a resource for his pedagogy. Similar to Carla, he had spent the previous semester in Mrs. Flores's pre-kinder classroom and requested her as a mentor for the final student teaching semester. In an early February journal response about his mentor teacher's classroom routines and techniques Sergio seemed to be reaching to describe techniques that he felt were effective. He wrote:

> My CT threatens them with reduction of recess time if they misbehave during class. I believe this is a good classroom building technique because students respond ideally to this. My CT also makes sure not to over do it by doing it all the time.

Sergio's overall positive assessment of his mentor teacher's strategy of taking away recess time in moderation occurred early in the semester. The language that he used, "threatens" and "misbehave" in conjunction with "good classroom building technique," seemed an odd combination and he would grow more critical of Mrs. Flores's pedagogy as the semester progressed.

Sergio perceived his mentor teacher as caring towards him, and as wanting to support him in his pedagogical growth. After a long discussion about the possibility of

introducing transition signals in a late February post-observation conference, Sergio remarked: "Yeah, I'm sure she'll be up for it, too. She probably just isn't used to it." He seemed to view Mrs. Flores as somewhat open but as a little out of touch and not necessarily a strong model of management strategies.

In the final journal response of the semester, Sergio conveyed the aspect of Mrs. Flores's pedagogy that was most impactful for him.

> Lo que llevare conmigo de mi CT es cómo establecer autoridad en el salón…Ahora que ya he pasado varios meses aquí he podido realizar que algunas veces necesitas que hablar con tu "strict voice" para que los estudiantes te pongan atención. [*What I will take with me from my mentor teacher is how to establish authority in the classroom…Now that I have spent several months here I have realized that sometimes you have to speak with your "strict voice" in order for students to pay attention.*]

He realized that simply being students' friend was not in their best interest. Sergio, by being open to what his mentor teacher had to teach him, was able to incorporate a strict but loving approach into his pedagogy.

Disjuncture: Conformity and Agency

In moments of disjuncture between the *maestr@s'* pedagogical philosophies and their mentor teachers' practices, participants either relied upon conformity to classroom norms or took a risk to chart their own course. Adriana voiced resistance to her mentor teacher's participant structures that conflicted with her philosophy of authentic cariño. In member checking, Adriana shared that Miss Torres relied almost exclusively upon raised hands during whole group instruction. "Sí, ella todo…No hables nada. Nada diga nadie aunque todos sepan a veces [*Yes, she always…No talking. No one says anything even though sometimes everyone knows (the answer)]*." Adriana alluded that students felt

constricted by having to constantly raise their hands, and were often silenced as a result rather than free to express their ideas in other ways.

Adriana's interpretation that Miss Torres expected a quiet orderly classroom interfered with Adriana's abilities to promote student interaction. Following the Texas state symbols lesson at the end of March, Adriana shared that she had wanted to integrate pair shares during the PowerPoint presentation of photographs of different symbols since students seemed really excited, but Miss Torres's presence had stopped her. "Es que como estaba Miss Torres allí, como no…Ella no lo tolera mucho [*It's because Miss Torres was there, and she doesn't…She doesn't tolerate much (noise)]*." When I pressed Adriana to tell me why she thought that, she recounted an experience of teaching a lesson where students were engaged and loudly calling out predictions which she said, "I LIKED it because they were participating. But Miss Torres dijo [*said*], 'They were too loud today. How come you didn't stop them? How come you didn't tell them anything?'" After that lesson, she understood that Miss Torres did not tolerate much noise.

For student teaching, she tried to stay within the bounds of her mentor teacher's expectations for classroom management but Adriana had other plans for her future classroom: "Pero pienso que es diferente cuando…Si YO estoy enseñando, ¡Ch! Yo les voy a dejar que hablar [*But I think it's different when…If I am teaching, Ch! I am going to let them talk*]." In this disjuncture between her mentor teacher's expectations and Adriana's expectations for classroom management, Adriana felt pressure to conform to her mentor teacher's standards. However, she also actively planned for the changes she

would make in her own classroom to best serve students.

Even though Adriana felt pressured to follow her mentor teacher's participant structures, she did implement interactive and collaborative participant structures that Miss Torres never modeled. One example was a March language arts lesson where she guided the whole class in using popsicle stick puppets and gestures to engage in active singing and speaking parts to act out a folktale while Adriana played back up on guitar. Additionally, she implemented cooperative groups in the final two weeks of student teaching. In member checking when I asked her if Miss Torres ever used cooperative groups she noted: "Solo están sentados juntos. No que estén trabajando juntos [*They are only sitting together. They are not working together*]." While Miss Torres sat her students in table groups and occasional centers, this was no guarantee that students were working collaboratively. In contrast, Adriana explicitly structured both the play-doh landforms and the ladybug parts lesson for collaboration and students engaged in high levels of interaction as a result.

Sergio, like Adriana, experienced a great deal of disjuncture between his philosophy of authentic cariño and his mentor teacher's classroom practice. From early on and throughout the semester, Sergio was critical of Mrs. Flores' pedagogy. In a February journal response, he noted that she tended to rush students to finish their work, which seemed ineffective and detrimental to students' comprehension. His mid-April journal response, near the end of the semester, detailed that he would change his mentor teacher's morning routine she had had in place since August of having students write their names over and over again for something more active since it was "extremadamente

aburrido para los estudiantes [*extremely boring for students*]" and occupied thirty minutes of precious classroom time. Sergio appeared frustrated with Mrs. Rosa's pedagogy and her apparent lack of authentic cariño for her students with this hyper-focus on standards without regard for engagement and high-level learning. He wanted students to be engaged in meaningful learning.

While Sergio desired to incorporate more active, collaborative, and high-level learning, he felt compelled to conform to Mrs. Flores' pedagogy often at the expense of his own philosophy. In a late February post-observation conference discussion about transition signals, he commented: "But since my CT doesn't really like doing that (using transition signals), or I'm not sure if she likes it or not but she doesn't do it…It's hard to get them used to it." He felt it was pointless to introduce new routines. However, as the semester progressed, Sergio felt comfortable in taking agency to try some new strategies. He introduced the transition signal, mentioned in his case study chapter, where he shook the can of namesticks as students energetically tapped their knees to its rhythm. Sergio commented:

> I just have to think of, doing things that don't cross with things that Mrs. Flores has done...I feel like with the stick thing, she's never done anything like that so to them it's new so it was easy to catch on.

He was willing to try some new routines, but within certain parameters, as he gradually took over more of the classroom.

During member checking at the end of the semester, Sergio acknowledged that he had not tried much pair work or group work partly due to his mentor teacher's influence. He elaborated:

> There was that dynamic of I would say something and then Mrs. Flores would come, and she wouldn't hear me or something and she'd be like, 'Why are you guys doing that?' Like get mad at that, and they'd be like, 'Oh, sorry.' It would devalue my, what I would tell them to do.

Sergio felt that this dynamic made it challenging to establish new routines. Mrs. Flores unwittingly worked against him if he tried to implement pair or group work. She constantly undermined him when he tried to change any of the structures and these changes were not worth getting students into trouble.

On the occasions when he would try pair shares, Sergio related during member checking that Mrs. Flores would reprimand students if they laughed. "She'd be like, 'Why are you laughing?' and 'Why are you talking?'" When he would try to encourage them to talk, he felt their hesitance since they were used to Mrs. Flores' expectations to work quietly. While she never explicitly told Sergio not to use collaborative structures, she herself did not model them. Sergio interpreted this as evidence of Mrs. Flores' preference for independent and silent work, which, coupled with his general lack of exposure to these participant structures decreased the likelihood that he would implement them.

Similar to Adriana and Sergio, Carla also voiced reluctance to stray from her mentor teacher's routines, especially early in the semester. In our February 18th post-observation conference, she noted her discomfort in changing up classroom management structures to implement a new strategy to get students moving around: "I know others go through like brain breaks but I don't know if that would be possible here. Definitely when I'm Total Teaching I can kind of set my own schedule." Typical of many student

teachers, Carla did not feel comfortable asking Mrs. Jiménez at this early point in the semester about trying something new. A few days later, in her journal response, she wrote of an additional challenge to implementing new structures since students had looped with Mrs. Jiménez for the first two years of their education:

> This often makes it difficult to try a new method of teaching the alphabet or doing a read-aloud…They often tell me that they do not understand me or that I should try it like Mrs. Jiménez to see if they understand better.

Carla felt resistance at the beginning of the semester from the students when she tried to change up classroom routines and activities. Fortunately, her pedagogical philosophy of authentic cariño seemed to align well with her mentor teacher's practices and, as noted earlier in the chapter, Carla felt supported by her mentor teacher to try out new structures.

As the semester progressed, Carla occasionally modified routines and strategies that her mentor teacher had put in place. In member checking, she related the ways in which her choice of participant structures overlapped with Mrs. Jiménez's practice and how they varied.

> I think I followed her pretty closely. Her pattern, just like whole group, then independent work, and always working with a small group. And then a lot of individual groups, like math centers and language arts centers. But one thing I did bring a lot into the lessons was hands-on.

Carla generally followed the participant structures that her mentor teacher implemented, participant structures that she felt worked well and aligned with her caring philosophy. However, she was able to incorporate more hands-on activities within those structures, such as cutting and pasting to create postcards for a literacy activity to align even more closely with what Carla felt was best for meaningful student learning.

Pair shares were a participant structure that Mrs. Jiménez did not model, and perhaps consequently, I never observed Carla implement them. In member checking, Carla shared that she had used them occasionally in Mrs. Jiménez's classroom with success and acknowledged that she used pair shares a lot in her prior first grade placement and that they had been very effective: "It was something that I did a lot when I was in the first grade classroom. But I didn't know how well it (pair share) was going to go here." Since she had never observed Mrs. Jiménez model that participant structure, she had been wary to try it. Carla's past experience of successfully implementing this participant structure perhaps allowed for occasional, but not frequent, use. The structures that mentor teachers' set in place deeply impacted the *maestr@s'* choice of participant structures in their student teaching placements.

Potential Resource: The University Facilitator

In addition to the mentor teacher, the university facilitator appeared to act as a resource for the *maestr@s'* developing pedagogy through the collaborative space of the post-observation conference. The conference served as a space to reflect and as a support for participants to choose more empowering pedagogy for their students.

Adriana articulated how our post-observation conferences helped her reflect, and even make changes, to her pedagogy. In a late February conference, I had just observed Adriana incorporate her guitar and singing into the Heggerty phonemic awareness routine, a routine we had discussed the week before as low-level and disengaging. She commented, "After we talked about it, it was just like 'What can I do?' It was in my mind all weekend. I was like 'Ahh!'…The ideas for doing something different with

Heggerty." Our conversation had spurred Adriana to continue to think about ways that she could adapt an existing routine to make it more compatible with her pedagogical philosophy of authentic cariño. As a result, she took the risk to incorporate her musical talents into the curriculum and create a more meaningful learning experience for students.

During that same lesson observation and immediately following the Heggerty routine, Adriana facilitated the highly interactive language arts activity mentioned earlier in this chapter where students performed a folktale. In the conference, she reflected on whether she should have integrated even more movement. Adriana had contemplated having students stand up and jump for the academic vocabulary word "charco [*puddle*]" and move their bodies up and then back down to demonstrate the word "cañón [*canyon]*." Ultimately, classroom management concerns convinced her to forgo the extra movement:

> A: And I guess I'm afraid that I wont be able to deal with that? Or that I'm trying to teach. Not to discipline them.
> SKIPPED DIALOGUE
> F: So that's worst case scenario. You might have a few little conflicts, you might have some students bumping into each other a little bit, because they're young. They're still trying to figure out their bodies, how they work.
> A: Yes.
> F: Right? What's the best-case scenario?
> A: That they'll have fun with it. That they're going to do it right.

As we worked to get to the heart of the concerns that prevented Adriana from incorporating additional movement, Adriana appeared more open to the idea that increased movement would likely result in a more powerful learning experience rather than act as a barrier to learning. The conference became a space to talk through her concerns about classroom management and to imagine possible outcomes. Adriana's pedagogy became more active and interactive as the semester progressed.

The post-observation conference also seemed to support Carla in developing a pedagogy that aligned with her philosophy of authentic cariño. During a post-observation conference on February 23rd after a writing lesson on descriptive words, Carla and I brainstormed strategies to help her to more fully meet the needs of every student during writing time, a focus she had identified in her pre-conference email. As we discussed different possibilities one strategy resonated with Carla; having students explicitly rely upon their bilingual pairs for support before asking the teacher:

> That would definitely be helpful in having to divide my time up with the students that need the most help and then, just in general, being able to get to everybody. If they come back, 'Did you ask your partner?' And then they can get into that habit of doing that before they come up.

Carla recognized the necessity for students to become supports for each other rather than depend solely upon her for their every need, and she selected a strategy that she felt aligned with her own philosophy of care and would not clash with her mentor teacher's practice. She saw the value of setting this new routine since it would free her up to meet the needs of students; a main tenet of her philosophy.

Topics discussed in our conferences would sometimes resurface in later interactions. During a late March post-observation conference, Carla and I engaged in a lengthy discussion about the pros and cons of implementing leveled groups for literacy. In that discussion, we talked about the importance of frequently changing homogenous-level groupings to keep them relevant. In her April 6th typed reflection after a lesson observation during Total Teach, Carla revisited these ideas:

> Pienso cambiar más los grupos. Creo que algunos estudiantes ya han pasado el nivél del grupo con el que están ahora [*I plan to change up the groups. I think that*

some students have already passed the level their group is on now].

Our attention to this topic during the prior post-observation conference had likely influenced Carla to keep her implementation of leveled groups at the forefront of her mind and ensure that it aligned with her philosophy of authentic cariño.

Sergio's developing pedagogy also appeared to benefit from the reflective space of the post-observation conference. In an early March conference following his cooperative math lesson, Sergio reflected upon why he thought students had had difficulty working collaboratively to construct and compare tower heights.

> I don't know what to do…I guess what I'm thinking is, they are in Pre-K, and they don't really participate in much group activities…So, this was definitely something new to them. I'm not sure if the directions where as clear as I wanted them to be.

Sergio felt somewhat at a loss in how to support his students in relying upon their roles and completed the task together rather than independently, as they were used to working. He also implied that their young age hindered them, developmentally, from being able to participate in collaborative activities. Over the course of our conversation, I emphasized that I had seen some amazingly successfully cooperative lessons in pre-kinder classrooms and we reflected upon what had worked during his lesson and tangible ways that he could support his students with future cooperative tasks.

Sergio concluded that the composition of each group was very important for student learning in the cooperative lesson since students could help each other. He brainstormed strategies for how he could make better groups in the future based on that day's lesson:

> What I would do is take note of who was catching on quickly or which students were remembering the roles, so then I could make separate groups. So like one set would be group one, the other set would be group two, so that I could make sure

that all groups have at least one student that DOES know what to do.

Sergio realized that he had important information at his disposal that could inform future cooperative activities. Through our conversation, he also recalled the students that had acted as peer teachers, for example: "Because she was helping this group a lot. It was that other student Javier. He was helping. He knew what to do." This helped Sergio realize how he could build upon the successes of the cooperative lesson, his first attempt in a classroom that did not focus upon interaction, to enact more empowering pedagogy.

At other times, my attempts to encourage more interactive participant structures were not so fruitful. After a read aloud on plants at the end of March, Sergio and I discussed ways to make the read aloud more interactive. I suggested the pair share strategy since, at one point in the lesson, students had seemed really excited to share out their connections to the book. Sergio, initially responded positively to my suggestion by noting that he liked to use the pair share strategy: "I can't really listen to everyone (when they do pair shares) but when I do listen, when I eavesdrop, they seem to be on topic so I like doing that one, too." He acknowledged that pair shares provided an opportunity for students to have voice and make connections to the curriculum.

However, as Sergio continued to reflect, he concluded that pair shares also raised management concerns.

> I think with the pair share it's great. It's just getting their whole attention back. Because I noticed these two girls that would feel like 'oh, it's buddy time.' …Getting their attention back is where I see the most time being consumed.

Through reflection, Sergio revealed his underlying concerns that the pair share participant structure caused management issues since he noticed that it took a lot of time to regain

student attention afterwards. While this conversation did not appear to result in a deepened commitment to enact more interactive participant structures, it provided Sergio a safe space to explore his pedagogical decisions and their intersection with student learning in accordance with his comfort level and development within the unique context of his student teaching placement.

The mentor teacher and the post-observation conference served as potential resources in a myriad of ways for the *maestr@s* as they chose particular participant structures in their classrooms. While these were not the only resources that they drew upon, the mentor teacher and university facilitator influenced selection of participant structures across the *maestr@s*.

Classroom Management and Participant Structures

Classroom management was a central focus for all three *maestr@s* during student teaching and their perceived confidence impacted which participant structures they implemented. While the definition of classroom management can vary widely, the *maestr@s* framed classroom management as their perceived competencies in using routines and strategies for student attention and engagement, appropriate pacing, and creating a sense of order consistent with many definitions of classroom management (Reupert & Woodcock, 2010). However, the *maestr@s* also talked about classroom management as deeply connected to authentic cariño. All three *maestr@s* articulated their goals to improve classroom management frequently in our interactions and also expressed their awareness of developing this area as the semester progressed.

Classroom Management Concerns

The *maestr@s* communicated their desires to focus upon classroom management early and often throughout the semester. For Adriana, classroom management was the most common theme in her journal responses and post-observation conferences. In her first journal response she wrote:

> Sería increíble poder salir de este programa dominando mínimo una buena estrategia de disciplina y recompensa para mantener la motivación en el aprendizaje…Pienso que el mantener orden ayuda a una mejor experiencia de aprendizaje en los estudiantes [*It would be incredible to leave this program dominating at least one good strategy for discipline and rewards to maintain students' motivation to learn…I think that maintaining order supports a better learning environment for students*].

In addition to her desire to learn strategies for discipline and positive motivation, pacing was also a goal. She wrote in her late March journal response that although her mentor teacher was flexible and allowed her to complete every lesson, time was a concern. "One thing that keeps me from teaching my lessons the way I plan them is time…the more subjects I teach, the more I feel I have to stick with the schedule." As the semester progressed, Adriana felt mounting pressures to stay within the allotted time for lessons.

Carla also frequently voiced classroom management concerns. In an early March journal response where I asked the *maestr@s* to share their main concerns about the student teaching semester, she wrote: "I also worry that I will not be able to improve on my class management skills. I think I have seen some improvement but sometimes I'm not sure." Classroom management was also a central theme in our post-observation conferences. After her second lesson observation on February 18th, she spoke about how her current classroom management practices did not necessarily align with her

pedagogical philosophy of authentic cariño.

> I try not to call their name but it's sometimes the easiest thing. Because, from what I WANT to implement in MY classroom is where you don't just call them out and they're all like, "I don't" in front of everybody. Like public shaming…

Carla showed awareness, that at this early point in the semester, she was engaging in some management practices that were not ideal for her students in order for her to get through the lesson. It is significant that she maintained her philosophy of authentic cariño at the forefront of her mind as she worked to develop her practice.

Classroom management was a chief concern for Sergio, as well, and an area that he tried to reconcile with his pedagogical philosophy of authentic cariño. In his first journal entry at the end of January where I asked the *maestr@s* to discuss their pedagogical goals for student teaching, Sergio mentioned maintaining student attention: "I know that singling out the misbehaving students does not always work so I try to redirect their attention, but I have not been very successful at this." Like Carla, he wanted to find strategies to maintain student attention in a caring manner rather than in a way that could demean the students and ultimately be less effective.

Sergio continued on to describe his teaching philosophy and how it intertwined with the classroom management system he hoped to implement:

> I believe in investing emotionally in my students because I would like for them to see that I truly care about them. That is why I also do not want to define "proper classroom management" as one where all students are silent and doing everything they're told. I want students to explore and discover the wonders of learning.

Similar to Adriana and Carla, Sergio had his philosophy of authentic cariño at the forefront of his mind as he developed his classroom management strategies. He wanted

the two to be deeply interconnected.

Classroom Management Influenced Participant Structures

The *maestr@s'* focus on classroom management influenced their choices of participant structures. In member checking, when I asked Adriana if she preferred call outs or raised hands she connected her preference for raised hands with classroom management:

> Me gusta que levantan la mano, pero como que a veces no pienso, y solo les di. Hago una pregunta, y se me olvida que cuando ellos están hablando empieza a ver un disorden, todos gritaban, difícil de escuchar [*I like them to raise their hand, but sometimes I forget to tell them. I ask a question, and I forget that when they call out the disorder begins with everyone yelling, making it difficult to hear]*.

Adriana associated raised hands with order and call outs with chaos. In observations she used both raised hands and call outs during whole group instruction, but relied upon raised hands more often. As noted earlier, she also felt pressure to maintain a calm and quiet environment for her mentor teacher.

Adriana continued on to connect raised hands with respect, adding "Me gusta más enfatizarlo (levantar la mano) porque es una forma de respeto, y respeto de tus compañeros [*I would like to emphasize raised hands because it is a form of respect, and respect for your classmates*]." Adriana intended to use raised hands more often than call outs in her future classroom because she viewed that participant structure as maintaining a respectful learning environment. She drew upon her philosophy of authentic cariño in conjunction with classroom management concerns in choosing participant structures. Raised hands and call outs are both teacher-directed participant structures, but classroom

management concerns appear to have impeded Adriana's ability to choose more interactive participant structures.

Carla also associated raised hands with orderliness in the classroom. During member checking in mid-May when asked whether she preferred call outs or raised hands, she stated her preference for call outs since it allowed students to participate more readily but she also connected raised hands with classroom management:

> When I did let them call out it would go fine and then somebody would blurt out an answer that like, "No. Really?" So just to kind of get them back on track, I would tell them to raise their hand.

Carla viewed the using raised hands as a strategy that promoted orderliness, both of a physical nature and intellectually with their ideas. While she preferred, and in my observations generally relied upon, call outs since she viewed this participant structure as allowing students more voice and active engagement, she employed the traditional structure of raised hands as a method of control.

Adriana's concerns for an orderly classroom also prevented her from modifying a lesson to make it more engaging. After the second Heggerty lesson observation, Adriana shared that she had been thinking about bringing her guitar and changing the structure to include rhymes, "But it's like, we only do Heggerty for ten minutes. And I don't want to go over time. And I know that, I don't know if I will be able to control them because they get all excited." Adriana's worries about pacing and behavior dissuaded her from trying out ideas for a more engaging lesson. This was early in the semester, and as mentioned earlier, she did find the courage to try these strategies the following week with great success since she realized that the lesson would be much more meaningful for students.

Additionally, the pacing aspect of classroom management affected the use of more interactive participant structures for all three *maestr@s*. In Adriana's science weather lesson observation in early March, previously mentioned in her case study, pacing concerns dissuaded her from allowing all students to fully participate in a partner science vapor experiment. Afterwards in the post-conference, she reflected upon whether or not the experiment was adequate. There were only enough spoons to share and Adriana thought that if she had allowed time for each partner to breathe on the spoon it would have been disastrous:

> No quería que todos lo pasaran la cuchara y hicieran lo mismo porque pensé que iba a tomar más tiempo. Y iba a causar más desorden, porque ya estaban peleando por las cucharas. Y no sabía como calmarlos [*I didn't want everyone to pass the spoon to their partners and do the experiment because I thought it would take more time. And that it would cause more chaos, because they were already fighting for the spoons. And I didn't know how to calm them]*.

Concerns about pacing and behavior, and a sense of powerlessness that she did not have the management skills to calm them, kept Adriana from letting all students actively take part in the experiment.

For Carla also, pacing concerns negatively influenced her implementation of partner work. In her typed post-observation reflection during the first week of Total Teach, she wrote: "Pienso implementar más trabajo en pareja; muchas veces por preocupación de tiempo no implemento los trabajo de pareja [*I plan to implement more pair work; many times due to worrying about time I do not implement pair work*]." Her preoccupation with pacing, similar to the other *maestr@s,* had prohibited her from choosing an interactive participant structure that she knew would make learning more

meaningful for her students. Perhaps, as her perceived competence in classroom management increased, she felt comfortable setting a goal to engage in more pair work.

Like with Adriana and Carla, Sergio's pacing concerns appeared to influence his choice of participant structures at the expense of forgoing more interactive strategies. After a literacy lesson where students drew and wrote their predictions for the story *Harold and the Purple Crayon* during the third week of February, Sergio expressed that he had wanted students to present their predictions in front of the class but was unable to. He recalled, "But time was running out and then they saw the lights go out, and they were like 'Oh, it's time to nap.'" Pacing was an obstacle to having his students engage in more interactive and higher level learning.

Pair shares were another student-centered participant structure that Sergio avoided, partly influenced by pacing concerns. During a late March post-observation conference, he voiced that he while he liked to use pair shares to build engagement, management issues convinced him to rely upon other participant structures: "Just because I only had thirty minutes for this one, I didn't want to spend too much on that." Since that day's lesson was brief, Sergio did not want to take the time to incorporate a pair share. As we talked through strategies to help with pacing, the management of the pair share itself seemed overwhelming to Sergio:

> Some will finish really quick. And then others wont. And then I know there's others that don't even talk. They just start staring at each other. So I'm trying to get them to talk.

The pair share was a relatively new participant structure for Sergio, and like any new routine, it took a lot of reinforcement. As a preservice teacher still developing his

classroom management, this posed additional challenges especially since he had never observed this participant structure modeled in any of his placements. For the *maestr@s,* their perception of themselves as still developing necessary classroom management skills appeared to be one important factor in dissuaded them from using more student-centered participant structures. However, as the semester progressed they each voiced feelings of increased competence with their classroom management.

Empowering Pedagogy and Classroom Management

As the *maestr@s* began to perceive themselves as more competent in classroom management, they increased their use of student-centered participant structures. Furthermore, they voiced awareness of the interconnection between their philosophies, more active and interactive structures, and strengthened classroom management. At the end of the semester, Adriana showed awareness of that connection between engaging curriculum and classroom management as she powerfully put these ideas into practice. Her typed reflection of the play-doh landforms lesson captured this awareness. She commented that two students, who tended to be distracted, were highly engaged:

> Noté que Julio estaba entretenido trabajando e Ignacio usa mucha creatividad para que su trabajo sea de calidad…Me di cuenta que estudiantes como ellos necesitan actividades prácticas donde puedan utilizar no nada más sus mentes, pero también sus sentidos. [*I noticed that Julio was entertained as he worked and Ignacio used a lot of creativity to produce high-quality work…I realized that students like them need practical activities where they can use not only their minds, but their senses, too*.]

Adriana, in following her philosophy of authentic cariño to implement hands-on meaningful activities, realized that engaging activities also supported a positive

classroom management system. But classroom management went beyond behavior as she appreciated the care and creativity that Ignacio and Julio put into their work.

As the semester progressed, Carla also began to note ways that student learning, in concert with her classroom management system, could be enhanced by implementing more interactive participant structures. In a mid-March journal response, she wrote: "I think think-pair-share would be a great idea for a closure especially for a classroom that has a very strict schedule or is always running out of time" since she noted that closures were an important way to solidify lesson concepts. During our post-observation conference earlier that same week, Carla commented that she liked to have students engage in discussions "with me and with each other" when they seemed excited about a lesson. She connected their excitement or energy about a topic as something positive that would be best channeled by allowing them voice.

In a post-observation conference at the end of March, Carla highlighted how she was explicitly connecting management with student learning in her implementation of language arts centers. "So some of them...if you noticed the center farthest away from me, that was the one that they had already done. That's why I PLACED it there." She intentionally placed the centers that would be less familiar and more challenging closer to her teacher's table to facilitate her abilities to support student learning with minimal interruption to her group and to the other centers. Carla was thinking specifically about how to maximize learning with the layout of activities in the room, incorporating her classroom management expertise into using interactive participant structures.

Like Adriana and Carla, Sergio also began to integrate more empowering pedagogy

as his perceived competency in classroom management grew and he saw connections between implementing his philosophy of authentic cariño in ways that contributed to classroom management. Part of his decision to implement the interactive namestick routine, in addition to reflecting his philosophy of cariño, was enhanced classroom management. In a late March post-observation conference Sergio verbalized this connection: "I had them do it, just to get their attention, just to focus. And I feel like it's a fun way, and they seem to like it." In place of teacher-directed raised hands or call outs, Sergio integrated a participant structure that increased the equity of student voice and was active and enjoyable for students as it simultaneously supported student engagement. He was opening to the idea that his philosophy of authentic cariño, rather than compromising classroom management, could actually contribute since more interactive strategies helped with attention.

Sergio connected his use of the participant structure of choral response, a strategy that he used more often during my observations as the semester progressed, to his pedagogical philosophy of authentic cariño and to classroom management. During member checking in early May, he noted:

> My goal was to have them just be comfortable trying out their ideas. Not having to get it correct all the time. If you have an idea, just say it. So, I guess that's why we do a lot of choral responses…And also because it would speed up things.

Out of caring, Sergio wanted his students to have voice and to practice speaking their ideas aloud in the classroom, in contrast to the environment that they were accustomed to. Choral response allowed more students the opportunity to speak than raised hands or call outs. Additionally, he saw that this more interactive participant structure could aid in

pacing rather than detract from it. As the *maestr@s* perceived themselves as more competent in classroom management, they began to see the interconnections between management, their caring philosophies, and choosing more empowering participant structures for their students.

DISCUSSION

The *maestr@s* considered a multitude of factors in their sensemaking process of selecting particular participant structures, and these factors intertwined and overlapped in complex ways. In this chapter, I continued to explore my second research question or the ways that the *maestr@s* made sense of their choice of participant structures in their bilingual student teaching placements. Findings revealed that their perceptions of mentor teachers' practices in relation to the *maestr@s'* pedagogical philosophy of authentic cariño, interactions with the university facilitator, and the *maestr@s'* perceived competencies with classroom management all interacted with their choice of participant structures.

Pushing Beyond Conformity and Agency

While all three *maestr@s* voiced their value of student interaction and learning as collaborative, in practice they felt pressure to follow their mentor teachers' pedagogical lead even when it did not align with their pedagogical philosophies of authentic cariño. Each of the *maestr@s* were able to find ways to use their agency to structure in more empowering pedagogy within their particular contexts. Adriana appeared to enact very empowering participant structures with cooperative groups and student presentations despite Miss Torres's preference for a quiet a calm classroom. However, her mentor

teacher also regularly modeled interactive structures, including pair shares and student presentations, though within the confines of certain subjects. Perhaps, in some ways, more interactive norms were already in place facilitating Adriana's success when she extended and built upon these participant structures.

Carla acknowledged that she closely followed her mentor teacher's participant structures, structures that she felt aligned well with her personal philosophy, such as using small group instruction and centers for the bulk of instructional time. Sergio seemed at odds with his mentor teacher's use of teacher-directed whole group instruction and independent passive participant structures. His main point of entry for agency became building in more physically active and interactive structures such as call outs during whole group instruction on the rug. The chasm between Mrs. Flores's practice and his pedagogical philosophy may have been too great to cross in enacting empowering participant structures like cooperative groups and partner activities. The *maestr@s* expressed that it was extremely challenging to break through those already established classroom norms.

All three mentor teachers seated their students in table groups, and both Miss Torres and Mrs. Jiménez's classrooms engaged in centers activities as well. While students were seated together, the intended purpose as conveyed to the *maestr@s,* was not necessarily to have students work together. In fact, in all three classrooms the dominant norms were for students to work independently while seated together. This became a challenge when the *maestr@s* tried to introduce more collaborative participant structures, particularly with the required cooperative lesson assignment.

The *Maestr@s'* Pedagogical Philosophies and the Post-Observation Conference

The post-observation conference appeared to be a generative space for the *maestr@s* to reflect and reframe experiences, and work towards developing a pedagogy that was consistent with their philosophies of authentic cariño. While certainly there may have been moments where participants told the facilitator (me) what they thought I wanted to hear, there was also evidence that this became an empowering space for them since the *maestr@s* enacted strategies that we discussed, on their own terms, in future lessons. As university facilitator, I purposely included many opportunities to build an authentically caring relationship with participants. Through the weekly journal prompts, email pre-conferences, and post-observation conferences they had many opportunities to share their developing pedagogical philosophies, to reflect upon teaching and learning, and to set goals that were meaningful to them. I paid close attention to what they were saying about who they were as human beings and as authentically caring *maestr@s* so that I could understand and better support them in their growth. If they had perceived me as not caring, it is likely that our time together would have been counterproductive.

Classroom Management as Interconnected with Pedagogy

Classroom management was a main concern for all of the *maestr@s* throughout the student teaching semester. As they worked to align their classroom management practices with their pedagogical philosophies of authentic cariño, they gradually began to see interconnections between the different parts of their pedagogy. Teaching is an incredibly complex undertaking. As they gained confidence and experience with their classroom management skills, the *maestr@s* seemed more able to take risks and veer

from their mentor teachers' norms or make changes that would both help classroom management and align with their philosophies to engage in more empowering pedagogy.

Since classroom management was such a prevalent focus for the *maestr@s*, it is notable that the mentor teacher and the university facilitator acted as important resources to support the *maestr@s* in their growth in this area. Adriana and Carla both perceived their mentor teachers as strong models of classroom management, and Carla regularly consulted her mentor teacher for advice. In post-observation conferences, classroom management was a frequent topic of discussion. Sergio did not have mentor teacher support like Carla and Adriana in classroom management, nor did I observe him implementing student-centered participant structures with the frequency or depth that they used.

The aspects discussed in this chapter combine with the *maestr@s'* life histories to provide a more complex picture of the moving parts that interconnect in selecting participant structures, and help determine whether students will be receiving more empowering pedagogy. They also lay the groundwork for the types of participant structures that the *maestr@s'* may be implementing in their future classrooms with emergent bilingual students. Drawing from this deeper understanding of the participant structures that the *maestr@s* chose and their sensemaking processes, I will present several implications of this project for bilingual preservice education, for teaching, and for policy in the final chapter.

Chapter 8: Implications and Conclusion

How can we position our emergent bilingual students as possessors and constructors of knowledge in the classroom? Who may be best situated to tap into their knowledge? What kinds of pedagogical practices should we be fostering on a daily basis for our bilingual preservice teachers that could make a real impact on student learning?

These were the types of questions that motivated this study. As our student population becomes increasingly diverse most elementary classrooms today continue to be dominated by teacher-directed instruction (Ovando, Combs & Collier, 2006; Wells & Mejia Arauz, 2009), contradictory to research on best practices that using a range of participant structures maximizes student learning (Tabak & Baumgartner, 2004; Wells & Mejia Arauz, 2009). My focal purpose of conducting this close exploration of the types of participant structures that a group of Latin@ bilingual preservice teachers were implementing in student teaching placements was to gain insight into how we can support the use of a range of participant structures, spurring more learner-centered pedagogy in bi(multi)lingual learning contexts. The collaborative nature of this project centered upon authentically caring relationships.

Findings revealed that the three *maestr@s* implemented a variety of participant structures in their one-way dual language student teaching placements, and that they made sense of these choices guided by their pedagogical philosophies of authentic cariño that they had constructed through their life experiences. Additionally, their mentor teachers' choice of participant structures and degree of alignment with the *maestr@s'* philosophies, the supportive space of the post-observation conference, and

the *maestr@s'* perceived competencies with classroom management also intersected with the participant structures that they chose. These findings provide a more nuanced understanding of the complexity of factors that bilingual preservice teachers consider when selecting the ways that their students may actively participate during a lesson, but also that their identities, past experiences, and pedagogical philosophies really do matter. Below, I detail the implications that these findings have for teacher preparation in bilingual and ESL contexts, teaching, and policy in supporting the use of empowering participant structures for emergent bilingual students.

Implications for Teacher Education

Authentically Caring Spaces in University

Many students of color and linguistically diverse students experience isolation and systemic racism during their time at university that adversely affects their abilities their academic performance (Solórzano, Villalpondo & Oseguera, 2005). My findings suggest that authentically caring spaces, like those present in the bilingual education program in this study where students' languages, identities, and life experiences are understood and valued can act as a buffer to marginalizing white English-speaking norms and even act as transformative spaces.

Building community within coursework and the program. Explicit attention to shaping the nature of interactions in coursework and within the bilingual program can foster a strengthened sense of community among teacher candidates. Instructors' frequent use of empowering participant structures in coursework, such as collaborative projects and small group discussions, that are connected to preservice teachers' life

experiences may allow Latin@ preservice teachers to deepen connections with their peers as well as modeling best practices for engaging in a range of participant structures. Additionally, the Spanish language, in all of its variations, and hybrid language practices should be valued and used as resources for making meaning. Within those university spaces, hybrid language practices (Gutiérrez, 2008; Gutiérrez, Morales & Martínez, 2009; Martínez, 2010, 2013) should be framed as normal for multilingual speakers and as a resource. Like the participants in this study, many Latin@ preservice teachers in the U.S. grow up with hybrid identities and language practices, just like their students in bilingual programs, and these multilingual practices should be modeled and used in university classrooms.

Finally, since the family was an important resource, and even the foundation of authentic cariño for the participants in this study, it could be beneficial to explicitly find ways to link theory and practice from coursework to their homes and local communities. We know from research that maintaining family and ethnic ties can have a protective effect on immigrant youth (Kalogrides, 2009), and this may extend into adulthood. Beyond linkages to the family in critical autobiographies, Latin@ preservice teachers could conduct funds of knowledge inventories with family members or neighbors and connect this information to lesson plans and thematic units as is happening in some bilingual teacher preparation programs (Mercado & Brochin-Ceballos, 2011). This practice could fortify that their experiences and where they come from have value.

Design High Quality Teacher Preparation Programs for the Complexities of the Bilingual Classroom

Spaces to critically explore personal life experiences. Our preservice teachers need coursework for critical reflection upon their experiences so that they can engage in the important identity work necessary for enacting empowering pedagogy, in addition to theory and strategies for teaching language through content. These spaces to critically examine life experiences can act as a necessary healing space for preservice teachers of color who have likely endured racism in the forms of lingüicism and isolation in their prior U.S. schooling (Brochin Ceballos, 2012; Ek, Sánchez & Quijada Cerecer, 2013) so that they can reach a sense of critical consciousness about the systemic nature of this oppression and move forward to a place of advocacy. However, this critical reflection on life experiences is perhaps even more important for our white middle-class teacher candidates. The majority of our public elementary teaching force, at 82%, is white while our student population in PK-12 public schools that is racially/ethnically and linguistically diverse is 42% and growing exponentially (Dilworth & Coleman, 2014). Since white teachers will likely be working with linguistically and culturally diverse students, candidates need to have good understanding of their own ideologies and the ways that race and class intersect in the classroom so they can counteract marginalizing pressures in schooling.

Participant Structures: Flexible and Supportive Spaces in Placements

These findings support and deepen past research that connects mentor teacher practices and preservice teacher's pedagogy (Darling-Hammond et al., 2005; LaBoskey & Richert, 2002), but also highlights the agency that is possible with bilingual preservice teachers' pedagogical philosophies of authentic cariño. Our bilingual preservice teachers need strong student teaching placements where they have good models in their mentor teachers who use a variety of participant structures, who demonstrate authentic cariño for both their students and for the preservice teacher, and use effective classroom management strategies that embody this care. To support empowering pedagogies for our bilingual preservice teachers, mentor teachers in demonstrating their authentic cariño for future *maestr@s,* would be approachable to ask for guidance, treat preservice teachers as co-learners, and allow preservice teachers the flexibility to try out different participant structures.

University facilitators can potentially support the use of a variety of participant structures during the student teaching semester, leading to more empowering pedagogy among bilingual preservice teachers that would likely continue into their future classrooms. There has been much research on the benefits of reflection for improving student learning (Hammerness et al., 2005; Zeichner & Liston, 2014; Zeichner & Liston, 1987). In this project, in my role as facilitator, I had access to and supported a variety of different reflective spaces to get to know preservice teachers' life experiences and philosophies, and to keep pulse with their experiences in the student teaching classroom as they developed their pedagogies. University facilitators, by learning about their

preservice teachers' lives and schooling experiences, can arrive at a deeper understanding of their pedagogical philosophies and be better positioned to support them in working towards their pedagogical goals in a way that is meaningful and collaborative. This genuine interest in learning about the experiences and philosophies of preservice teachers would help cultivate a relationship of authentic cariño.

Implications for Classroom Practice

Authentically Caring Spaces in K-12 Schooling

Emergent bilingual students often experience isolation and marginalization in their U.S. schooling (Solórzano & Delgado Bernal, 2001; Valenzuela, 1999). We need to construct and foment authentically caring spaces at school where students' ways of being are valued and are the norm in order to support their academic success and psychosocial well-being. At the classroom level, teachers could implement a range of participant structures to foster increased voice and opportunities to make connections between the curriculum, prior knowledge, their interests and life experiences. Additionally, teachers can embrace the classroom as a multilingual learning context, where students are encouraged to tap into all of their linguistic resources including Spanish, English and other varieties and languages in creative ways, to make meaning. If teachers center students' knowledge and life experiences and then bridge to the curriculum, learning will become more meaningful for students.

Teachers have the power to be agentive with the curriculum in order to construct more equitable learning environments. In this digital age, educators have access to more and different resources than ever with the internet but it can be an overwhelming feat to

sift through these resources alone and many are fearful of altering mandated curriculum with the pressures of standardized testing (Au, 2009). Formal or informal professional learning communities can support teachers in supplementing or changing their curriculums in order to bring in multiple perspectives rather than solely relying upon the supplied curriculum. If our students can see themselves in the curriculum, the classroom will become a more authentically caring place.

Life History Matters

It matters who is teaching linguistically and culturally diverse students. These findings contribute to understanding the kinds of factors that go into the decision-making process when preservice, and in-service, teachers choose participant structures in a multilingual learning environment. This work illuminates whether or not and how teachers take that risk, because it is a risk, to engage in more student-centered pedagogy in this current climate of accountability that favors a highly teacher-directed classroom. Since life history and a sense of critical consciousness about that life history matters for the participant structures that teachers choose for their linguistically and culturally diverse students, professional development could support critical reflection upon life histories and pedagogy as well as the use of a variety of participant structures in the classroom.

Professional Development for In-Service Teachers

In order to develop more empowering pedagogy for our emergent bilingual students, we need a multifaceted approach. Ongoing quality professional development is an important factor in supporting student achievement and closing the opportunity gap for

students of color, and is especially effective in promoting change when beliefs are in alignment (Hirsh, 2005). Fostering caring relationships (Bloome et al., 2005) in the context of professional development activities between facilitators and teachers, amongst the teachers themselves, and between teachers and their students will likely support the development of more empowering pedagogy for our linguistically and culturally diverse students.

Professional development workshops could create spaces for teachers to critically reflect upon and share their own life histories and pedagogical philosophies and goals with their colleagues, supported by a trained facilitator. This facilitator could support and guide teachers in developing a more empowering pedagogy that aligns with their ideals, and embraces a variety of participant structures. Crucial topics of research and discussion would include an exploration of the funds of knowledge of their students and carefully crafted readings and discussions about white privilege and the systemic inequities present in our schools and larger society, as well as how to counter them.

Since the majority of elementary teachers rely heavily upon teacher-directed participant structures but with pockets of teachers engaging in more student-centered pedagogy (Cuban, 1993), partnerships could be created between teachers. Building principals, as part of their review process with teachers, could note down teachers' pedagogical goals and partner teachers to observe and collaboratively support each other in implementing a new participant structure. One teacher could be successfully using this participant structure and serve as a model, or they might have a shared goal of developing the same participant structure and seek out resources together. Professional development

for in-service teachers that begins with their life experiences and philosophies and encourages more empowering pedagogy would also increase the pool of skillful mentor teachers available to our bilingual preservice teachers.

IMPLICATIONS FOR POLICY

Fostering an Authentically Caring K-16 Curriculum

Whiteness continues to pervade our K-16 school curricula causing a mismatch and profound sense of alienation for our linguistically and culturally diverse students and other students of color. This affects both our current emergent bilingual students and potential *maestr@s*. One important aspect of this curriculum includes the textbooks and other materials where students of color do not see themselves represented in or are misrepresented (Brown & Brown, 2010). Some research, including this project's work with the *maestr@s'* life histories, suggests that when Latin@ feel connected to the curriculum they are more likely to graduate high school and go on to college (Cammarota, 2007). In order to begin to address this lack of or misrepresentation in the official curriculum, members from communities of color and university academics could work collaboratively with school districts and teachers to create and adopt more representative curriculums, and compile resources available to teachers.

Increased access to advanced placement courses would also contribute to a more authentically caring school environment for our linguistically and culturally diverse students. Currently, racially / ethnically and linguistically diverse students are underrepresented in advanced placement courses due to issues of access and enrollment (Solórzano & Ornelas, 2004). These findings suggest that increased access to advanced

placement courses for Latin@ bilingual students would expand their chances of attending university. In addition to being able to complete requisite courses needed for college acceptance, these schools with large numbers of students of color may focus their scant college-going resources on students in AP courses. This access to college information needs to be greatly expanded in working towards a more equitable system of education for our students of color where a college-going culture is established in every K-12 classroom with support at all levels.

Access to University for Potential *Maestr@s*

Since teachers with shared backgrounds have the potential to engage in more empowering pedagogy with their students (Ladson-Billings, 2009), it is important to think about supports for getting them to university. Authentically caring mentors, both at school and in the community (Suárez-Orozco et al., 2008), appear to play a key role in supporting Latin@ bilingual students' access to university. Mainstream teachers often relegate responsibility for Latin@ immigrant students' academic and social support to ESL and Spanish teachers (Colomer & Harklau, 2009; Gonzales, 2010; Harklau, 2009). The academic and social success of linguistically and culturally diverse students is too great of an undertaking for one person or even one program. Explicit partnerships and networks between families, community organizations, and school adults such as teachers and counselors could increase students' likelihood of getting to university.

We can expand the efforts of successful programs that were created to remedy the low proportion of underrepresented groups of students in universities. The Top Ten Percent rule, which was passed by the Texas legislature in 2007, has successfully

broadened access to Texas flagship universities for students of color and students from lower socioeconomic backgrounds (Niu & Tienda, 2010). Unfortunately, the 2015 legislature voted to cut funding for scholarships associated with the Top Ten Percent program (Watkins, 2015). Gear Up (Núñez & Oliva, 2009), a federal program that connects students of color and from lower socioeconomic backgrounds with mentors and access to college information beginning in middle school, is another potential resource to supporting students' journeys to university. These types of programs need to be broadened rather than curtailed.

Equitable Access and Support during University

Once potential *maestr@s* are at university, they need continued support for success in an institution that is dominated by white middle-class norms (Delgado Bernal, 2002). Many Latin@ Spanish-speaking students are first-generation college students and need academic guidance from caring and knowledgeable adults as well as emotional support. Academic counselors are particularly situated to guide first-generation college students towards success if they operate from a resource-based lens and understand where their students are coming from. Funds of knowledge training for counselors could assist them in becoming resources, rather than obstacles, for students. However, rather than leave blame / responsibility at the individual level, it is important that we implicate the institutional forces at work in providing inequitable educational experiences for linguistically diverse and students of color.

University / School District Partnerships

It is becoming increasingly difficult for university programs to find bilingual teachers who are modeling a rich range of structures within a context of caring relations and are willing to host student teachers due to the current context of accountability. Universities, by playing a key role in the in-service training for teachers, can create collaborative and ongoing partnerships between school districts and teacher preparation programs. In-service trainings with the university would position in-service teachers as knowledgeable experts in a two-way learning relationship. This mutually beneficial relationship could reposition districts, schools, and universities as allies in supporting student learning, and award status to skillful mentor teachers. The strong role of the university could also help maintain that connection between theory and practice in the classroom.

Policy changes around standardized curriculum and testing need to occur at the institutional levels of schooling, K-16, in order for future *maestr@s* to flourish and enact empowering participant structures for their emergent bilingual students. Accountability pressures influence the use of highly teacher-directed inactive participant structures, pressures that especially prevalent at schools and districts with higher percentages of low socioeconomic and students of color (Achinstein, Ogawa & Speiglman, 2004; Au, 2009; 2007; Deboer, 2002; García, Pearson & Taylor, 2011; McCombs, 2003; Palmer & Snodgrass-Rangel, 2011). If, as this project and other studies suggest (LaBoskey & Richert, 2002; Sanford & Hopper, 2000; Sarmiento-Arribalzaga, 2005), the mentor teacher has a great impact on which participant structures student teachers are using, we

need to divert policy from standardized testing and curricula types that compel highly teacher-directed participant structures.

CONCLUSIONS

This project deepens our understanding of how we can support the growth of Latin@ bilingual teachers who will enact empowering pedagogies for multilingual students of color. I provide a detailed account of the range of participant structures that three Mexican-origin bilingual preservice teachers were implementing in the student teaching classroom and a more complex understanding of how they made sense of their choices. The ways that teachers structure their students' opportunities for active participation in the classroom are rooted in history and society. Access to more empowering pedagogy needs to start early in schooling to ensure that future *maestr@s* have adequate support and are valued for the knowledge and experiences that allow them to reach our emergent bilingual students in ways that we, as white middle-class educators, cannot.

Building upon this study, I will continue to explore the ways in which teachers' life histories intersect with the participant structures they implement in the classroom with linguistically and culturally diverse students. My work as a researcher and a teacher educator is centered upon building relationships with preservice and in-service teachers to expand student learning. I depict these elements as the three interlocking pieces of developing empowering pedagogies: caring relationships, teacher education, and participant structures (Figure 6). Caring relationships, with an eye towards equity for our linguistically diverse students, is a key component of this. Participant structures,

or the opportunities that students have to actively participate in the classroom, and their intersection with student learning is a constant guiding force of our interactions. The final piece consists of the ways that the university can support both preservice and in-service teachers as they develop more empowering pedagogies.

My dissertation project contributes to literature on the choice of participant structures in bilingual contexts with Latin@ preservice teachers. Other important questions that merit exploration in looking at the choice of participant structures in classrooms with linguistically and culturally diverse students are:

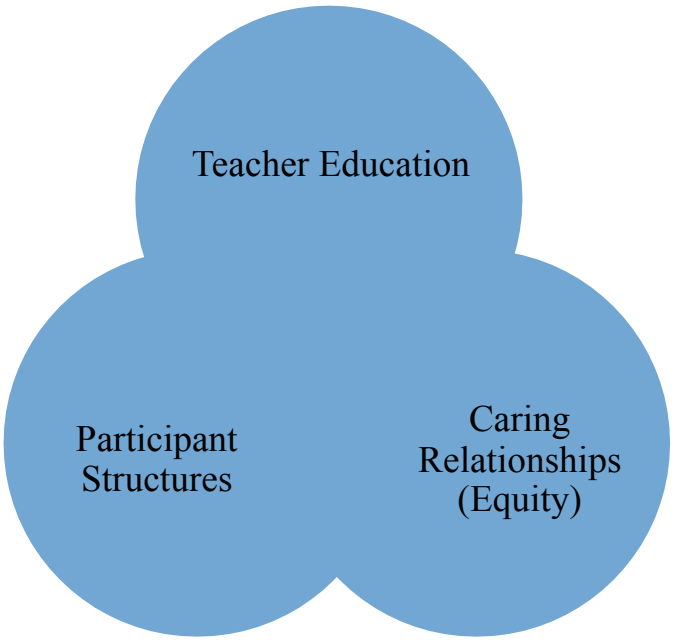
- What happens to student teachers in first two years in the field when they have their own classrooms?
- What about ESL contexts? Or two-way dual language contexts? (Are there differences?)
- How could we support in-service teachers to expand their repertoires of participant structures?
- What is the role of critical examination of identity for in-service teacher development?

The next project that I would like to embark upon is to work with bilingual preservice teachers as they move into the field. One of the limitations of this project, as mentioned earlier, is that it was not their space yet. It would be interesting to see what would happen with their choice of participant structures in their own classrooms.

The motivation behind this project is deeply linked to my life experiences of growing up in a community with a large Mexican-origin population and as a bilingual

classroom teacher. One in five school children is Latin@ in the U.S. while Latin@ youth high school push-out rates are at 17%, nearly three times the rate of non-Latin@ white youth (Pew Research Center, 2013). As a society we are falling far short of serving a large proportion of our students. Supporting the development of more empowering participant structures in the classroom is an important piece in the struggle towards a more equitable education system for students of color. Classroom teachers and other school adults, community members, teacher educators, and policy-makers must join together in transforming our schools and classrooms into authentically caring spaces where all students' knowledge and experiences are valued.

Figure 6. Developing Empowering Pedagogies



Appendix A

Pre-Conference Email Format

Pre-Conferencia

Maestro/a Practicante [*Student Teacher]*:

Título de la lección y nivel del grado [*Lesson title and grade level]*:

La fecha [*Date]*:

1. ¿De qué se va a tratar la lección? (las partes claves no más) [*What will the lesson be about? (main concepts only)]*

2. ¿En cúal aspecto quieres que me enfoque para darte retroalimentación (comentarios) mientras te observo? [*Which aspect would you like me to focus upon to give you feedback (comments) while I observe you?]*

3. Por favor, escoge 1 o 2 alumnos para que le(s) observo más atentamente. Indícamelos antes de la lección con discreción o llámales por nombre al principio de la lección. [*Please choose 1 or 2 students for me to observe attentively. Discretely indicate them to me before the lesson or call them by name at the beginning of the lesson.]*

Appendix B

Field Note Template

Focus:
Focal Student(s):
Preservice Teacher: Observer: Dori Wall
Date:
School: Grade/Subject: Observation #:

Students	Teacher
	GOALS:

Appendix C

Weekly Journal Prompts

Week 1: In my role as facilitator, I am here to support you with developing your pedagogy. Please describe what your goals are for this semester in terms of your classroom practice. What are some areas that you would really like to work on to help student learning? What are some of your strengths? What are some ideas that guide your teaching philosophy? How can I, as your facilitator, help support your goals? Please answer each question thoughtfully since this will help me gain better insight into how I can better support you this semester.

Week 2: What kinds of routines and classroom-building techniques are you observing in your classroom? Which routines and techniques are effective? Why? Have you observed any that you feel are not effective? Why not?

Week 3: This week's prompt will extend last week's prompt on making personal connections with students. How do you feel that characteristics like your race/ethnicity, gender, class backgrounds influence your ability to build relationships with your students? What experiences from your own K-12 education have you drawn upon to empathize and build trust with your students?

Week 4: Evaluating our teaching through observing our students. Now that you all will have taught some small- or whole-group lessons by the end of this week, I would like you to think about the following questions that we will come back to often: What did you observe your students doing during the lesson to show that they were understanding/learning? (body language, words they were using or not using, something that was produced, etc.) Do you feel that most students reached your objective for the lesson? What were some challenges that you had? What strategies did you use to try to solve them? Were they effective? In retrospect, what else would you have tried?

Week 5: Participation. Many of you are focusing on getting more widespread and better participation from your students during a lesson. This week I would like you to try some new strategies, either from your C.T., from your classes, or from the list here. Please reflect on how you see participation currently in your teaching, how you would like it to improve, and how it went trying the new strategies as well as ideas you would like to try out in the future.

TEN TWO (10 minutes of teacher talk/2 minutes student talk)

USE OF MANIPULATIVES

QUESTIONING STRATEGIES:
-signaling (question to whole group and every student responds simultaneously: choral response, response cards (they create and hold up cards such as card with "M" for metaphor and "NM" for not a metaphor), physical signals (thumbs up/down, stand up and clap when you hear the sentence with an exclamation mark), physical objects (students sort and select from manipulatives in response to teacher's question like "hold up the number that represents another name for 12").
-individual private response: trace (students trace a word, symbol, formula in the air, on their desks, or on the floor), say in your hand (for young children-teacher might say "if you know what type of plant this is, whisper it in your hand), move manipulatives (individually move numbers, letters, shapes).

THINK, PAIR, SHARE (Teacher poses question, students are given time to think, students discuss responses with partner)

NUMBERED HEADS TOGETHER
1. Students number off
2. Teacher states a question and a time limit: for example, "Make sure everyone in your group knows the five things we are looking for in this lab. You have 75 seconds."
3. Students put their heads together and discuss the answer to ensure that every student can respond correctly.
4. Teacher calls a number. Students with that number raise their hand or stand. Teacher selects one and calls on that student to respond. Another option is for all students whose number is called record their answers simultaneously on a board or on paper or use signaling.

GROUP DISCUSSION OF A QUESTION
-Time-limited small group discussion (3 to 5) of a question that the teacher provides.
-Can use a talking chip or other object so that every student gets a chance to talk.

Week 6: Concerns and Differentiation. This week you will think about differentiation and focus on the students who are either exceeding OR struggling with grade level expectations in a subject/activity. Please think about strategies you can implement into your lessons that will allow them access content or to extend their knowledge in some way, rather than just keep them busy until everyone else finishes. Let me know which ones you tried out this week and how it went, as well as strategies you see your Cooperating Teacher use or have learned about in your coursework. In addition, I would like you to email me your three (only three) biggest concerns/worries that you have right now having to do with any part of your Student Teaching experience. I know that many of you are feeling overwhelmed right now and sometimes it is helpful to think about what it is that concerns you and from there make a plan to try to

alleviate those concerns. It will be helpful for me to see, as well, what your concerns are.

Week 7: Closure. The closure is a very important, and often overlooked, part of the lesson. This week please write about the closures you observe your C.T.s doing, closures you have seen and learned about in your coursework, and the closures you try in your lessons this week and if they were effective or not and why. The purpose of a closure is to remind students of what they have been learning, can take many different forms, and does not need to be long to be effective. Some ideas are that students can share out, do a think-pair-share, you can restate what the objectives were, you can prompt them to go home and apply the new learning in some way at home with their families, etc. It is important that they leave the lesson conscious of the objectives.

Week 8: Lesson Plans in Action. Often in the middle of a lesson, good teachers reevaluate what they had originally planned to do and make small and sometimes big changes in order to address the needs of their learners or more effectively teach their concept. This week, please reflect up and include in your journal what changes you are making to your original plans, why you chose to do this and what the outcomes were.

Week 9: Think of something that you found have found challenging about your intern/student-teaching experience so far (a difficult student, a lesson that didn't go well, etc.) How did you handle this challenge? What resources from your own experience or your training did you draw upon in order to face the difficult situation and what did you learn from it?

Week 10: Maintaining Balance. What do you need to let go of? What was the funniest thing said by your students/children this week?

Week 11: Now that you are approaching the end of student teaching, do you feel prepared for your own classroom? Why or why not? What were the elements of student teaching that prepared you the most/least? To what extent do you think your teaching style is modeled after your cooperating teacher(s)? (this can be both negative and positive or mixed). Please give examples where possible. This is the final prompt of the semester and is also an important chance to give feedback about the whole student teaching process.

Appendix D

Life History Interview Protocol

Family/Community

1) Parents' language, cultural, and schooling backgrounds; other family members' backgrounds.
2) Tell me about your community/ties growing up.
3) What if any connection does your family, and you, have to Mexico?
4) Neighborhood demographics
5) How do you think people in your community where you grew up viewed Latinos/Mexican Americans? Viewed Spanish? Did you see/hear Spanish in the community? In what contexts?
6) Activities/groups/places you went and languages spoken (if not addressed above).

Identity

7) I would like to talk to you about identity. Often identities are placed on us but how would you identify yourself in terms of belonging to a particular race or ethnic group: Latina? Chicana? Tejana? Mexican American? (or multiple groups)
8) What would you say was your first language? What about today? Would you say you feel stronger in one language now or fairly balanced? Did language preference change at any point? Tell me about that? Tell me about experiences learning Spanish (if applies).
9) What kinds of different dialects or varieties of Spanish do you speak? Or do members of your family speak? Who do you speak those different varieties with?
10) What do you know about the history of Mexicans and Mexican Americans in the U.S.? How did you learn this information?

Elementary Schooling Experiences

11) Tell me about your elementary schooling experiences.
12) School demographics for elementary
13) Demographics of students in your classes K-5
14) Bilingual schooling experiences? ESL schooling experiences?
15) How do you think other students viewed Latinos/Mexican Americans at your school? Viewed Spanish?
16) Demographics of K-5 teachers; Spanish-speaking?
17) How do you think your teachers viewed Latinos/Mexican Americans at your school? Viewed Spanish?
18) Specific schooling experiences/teachers who stood out and why? (positive or negative).
19) Friends in K-5: Who did you hang out with? What languages spoke together? What cultural and linguistic backgrounds?
20) Ability groupings/levels (academic identity)

Middle/High School Experiences

21) Demographics of students in your classes, middle and high school
22) Friends: Who did you hang out with? What languages spoke together? What cultural and linguistic backgrounds?
23) In Bilingual or ESL classes? Existed at your schools?
24) How do you think other students viewed Latinos/Mexican Americans at your school? Viewed Spanish?
25) Demographics of teachers; Spanish-speaking?
26) How do you think your teachers viewed Latinos/Mexican Americans at your school? Viewed Spanish?
27) Specific schooling experiences/teachers who stood out and why? (positive or negative).
28) How would you describe the courses that you took in high school in terms of preparing you for university?
29) Who did you go to for homework help in middle and high school? Other support?
30) How did you obtain information about college? (application process and financial aid)

University Schooling Experiences

31) People who supported you in getting to university: Family, friends, mentors from school or community?
32) Why did you decide to become a bilingual teacher?
33) Extra-curricular activities at UT? (i.e. multicultural sororities or clubs; BESO)

BPSTs' Reflections about their Pedagogy

34) What participant structures do you prefer to use in the classroom? Why?
35) Which participant structures did you tend to use during your lessons? Why?
36) Which participant structures do you tend to avoid/haven't tried? Why?
37) In your future classroom, which participant structures do you intend to use? Why?

Appendix E

General Member Checking Protocol

- Quick explanation of member checking and how it helps me represent my participants in an honest way.
- State patterns that I have observed with participant structures both on the rug and at table groups for that BPST and ask if s/he agrees; would add to.
- Were there any other participant structures that you can think of that you used on the rug/at table groups that I'm missing?
- What kinds of participant structures do you think you use most in your lessons? Why do you choose to use that structure? Which other ones do you use and when? For what purposes?
- Did you ever try out X participant structure? How did that go?
- What kind of classroom environment does your CT prefer, from what you've observed or what s/he has said? In terms of level of noise, ways for students to participate: raised hands, callouts, pair work or group work or individual work, if used pair shares (often, sometimes, never)
- What kind of noise level do you prefer/think is best for student learning? Have you been able to have that during student teaching?
- Did you notice any participant structures that changed for you over the course of the semester? For example, did you rely more on (participant specific) or more on X participant structure near the beginning versus the end?
- What about your CT and the structures that she used? Were there any that you tried that were new this semester?
- Do you feel like you tended to follow the structures that she was using? Or were there any differences?
- In your future classroom, do you think that you will use a lot of the same participant structures that you've been using during student teaching?
- Are there any participant structures that you would like to try out in your future classroom that you did not get to use during student teaching?

Appendix F

Participant Structures Observed during the *Maestr@s*' Lesson Observations

ON THE RUG	AT TABLE GROUPS
Raised hands: A C S	Independent work: A C S
Call outs: A C S	Hands-on independent task: A S
Random turn with namesticks: A S	Small group instruction while students work independently: A C
Calling on specific students: A C S	Small group instruction while some work independently and others collaboratively: C
Kinesthetic response (KR): A S	Small group instruction while students engage in hands-on collaborative task: C
Choral response (CH): A C S	Task where some work independently and others collaboratively: A, S
Simultaneous KR / CH: A C	Hands-on collaborative task: A
Student expert leads class: A C S	Pair work: A
Pair share: A S	
Pair work: A	
Group presentation: A	

A=Adriana, C=Carla, S=Sergio

References

Achinstein, B. & Ogawa, R. T. (2012). New teachers of color and culturally responsive teaching in an era of educational accountability: Caught in a double bind. *Journal of Educational Change, 13*(1), 1-39.

Achinstein, B., Ogawa, R. T. & Speiglman, A. (2004). Are we creating separate and unequal tracks for teachers? The effects of state policy, local conditions, and teacher characteristics on new teacher socialization. *American Educational Research Journal, 41*(3), 557-603.

Adair, J. K., Tobin, J. & Arzubiaga, A. E. (2012). The Dilemma of Cultural Responsiveness and Professionalization: listening closer to immigrant teachers who teach children of recent immigrants. *Teachers College Record*, *114*(12), 1-37.

Alanís, I. (2000). A Texas two-way bilingual program: Its effects on linguistic and academic achievement. *Bilingual Research Journal, 24*(3), 225-248.

Amanti, C. (2005). Beyond a beads and feathers approach. In N. González, L. C. Moll & C. Amanti (Eds.), *Funds of knowledge: Theorizing practices in households, communities, and classrooms.* Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Angelova, M., Gunawardena, D. & Volk, D. (2006). Peer teaching and learning: Co-constructing language in a dual language first grade. *Language and Education, 20*(3), 173-190.

Antrop-González, R. & De Jesús, A. (2006). Toward a theory of critical care in urban

small school reform: Examining structures and pedagogies of caring in two Latino community-based schools. *International Journal of Qualitative Studies in Education, 19*(4), 409-433.

Anzaldúa, G. (1999). *Borderlands / La Frontera* (2nd ed.). San Francisco: Aunt Lute.

Apple, M. W. (2004). *Ideology and curriculum* (3rd ed.). New York, NY: Routledge.

Arriola, E. R. (1996). LatCrit theory, international human rights, popular culture, and the faces of despair in INS raids. *The University of Miami Inter-American Law Review*, *28*(2), 245–262.

Au, K. H. (1980). Participation structures in a reading lesson with Hawaiian children: Analysis of a culturally appropriate instructional event. *Anthropology & Education Quarterly, 11*(2), 91-115.

Au, W. W. (2009). High-stakes testing and discursive control: The triple bind for non-standard student identities. *Multicultural Perspectives, 11*(2), 65-71.

Au, W.W. (2007). High-stakes testing and curricular control: A qualitative metasynthesis. *Educational Researcher, 36*(5), 258-267.

Aukerman, M. S. (2007). When reading it wrong is getting it right: Shared evaluation pedagogy among struggling fifth grade readers. *Research in the Teaching of English, 42*(1), 56-100.

Baker, C. (2006). *Foundations of bilingual education and bilingualism* (4th ed.). Bristol, UK: Multilingual Matters.

Baker-Sennet, J., Matusov, E. & Rogoff, B. (2008). Children's planning of classroom plays with adult or child direction. *Social Development, 17*(4), 998-1018.

Banks, J., Cochran-Smith, M., Moll, L., Richert, A., Zeichner, K., LePage, P., Darling-Hammond, L., Duffy, H. & McDonald, M. (2005). Teaching diverse learners. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp.232-274). San Francisco: Jossey-Bass.

Bartolomé, L. I. (2008). Authentic cariño and respect in minority education: The political and ideological dimensions of love. *International Journal of Critical Pedagogy*, *1*(1), 1-17.

Bell, D.A. (1992). The space traders. *Faces at the Bottom of the Well*, (pp.158-94). New York: Basic Books.

Bell, D.A. (1980). *Brown v. Board of Education* and the interest convergence dilemma. *Harvard Law Review, 93*(3), 518-533.

Bhattacharyya, S., Volk, T., & Lumpe, A. (2009). The influence of an extensive inquiry-based field experience on preservice elementary student teachers' science teaching beliefs. *Journal of Science Teacher Education*, *20*(3), 199-218.

Bloome, D., Carter, S. P., Christian, B. M. & Otto, S. (2005). Microethnographic discourse analysis and the exploration of power relations in classroom language and literacy events. In *Discourse analysis and the study of classroom language and literacy events* (pp.159-232). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Bourdieu, P. (1989). Social space and symbolic power. *Sociological Theory, 7*(1), 14-25.

Brochin Ceballos, C. (2012). Literacies at the border: Transnationalism and the biliteracy

practices of teachers across the US-Mexico border. *International Journal of Bilingual Education and Bilingualism, 15*(6), 687-703.

Brown, A., & Brown, K. (2010). Strange fruit indeed: Interrogating contemporary textbook representations of racial violence toward African Americans. *The Teachers College Record*, *112*(1), 31-67.

Bucholtz, M. (2000). The politics of transcription. *Journal of Pragmatics, 32*(1), 1439-1465.

Bullock, S. M. (2012). Creating a space for the development of professional knowledge: A self-study of supervising teacher candidates during practicum placements. *Studying Teacher Education, 8*(2), 143-156.

Bullough, R. V & Draper, R. J. (2004). Making sense of a failed triad: Mentors, university supervisors, and positioning theory. *Journal of Teacher Education, 55*(5), 407-420.

Bunch, G. C. (2013). Pedagogical language knowledge: Preparing mainstream teachers for English learners in the New Standards era. *Review of Research in Education, 37*(1), 298-341.

Callahan, R., Wilkinson, L. & Muller, C. (2010). Academic achievement and course taking among language minority youth in U.S. schools: Effects of ESL placement. *Educational Evaluation and Policy Analysis, 32*(1), 84-117.

Camangian, P. (2008). Untempered tongues: Teaching performance poetry for social justice. *English Teaching: Practice and Critique, 7*(2), 35-55.

Cammarota, J. (2007). A social justice approach to achievement: Guiding Latina/o

students toward educational attainment with a challenging, socially relevant curriculum. *Equity & Excellence in Education*, *40*(1), 87-96.

Cándida Smith, R. (2003). Analytic strategies for oral history interviews. In J. A. Holstein & J. F. Gubrium (Eds.), *Inside interviewing: New lenses, new concerns* (pp.347-368). Thousand Oaks, CA: Sage Publications.

Cazden, C. B. (2001). Traditional and nontraditional lessons. In *Classroom discourse: The language of teaching and learning* (2nd ed., pp. 30-59). Portsmouth, NH: Heinemann.

Choy, S. (2001). Students Whose Parents Did Not Go to College: Postsecondary Access, Persistence, and Attainment. Findings from the Condition of Education, 2001.

Christian, D., Howard, E & Loeb, M. (2000). Bilingualism for all: Two-way immersion education in the United States. *Theory into Practice, 39*(4), 258-266.

Cohen, E. G., & Lotan, R. A. (1995). Producing equal-status interaction in the heterogeneous classroom. *American Educational Research Journal*, *32*(1), 99-120.

Cohen, E. G., Lotan, R. A., Scarloss, B. A., & Arellano, A. R. (1999). Complex instruction: Equity in cooperative learning classrooms. *Theory into Practice*, *38*(2), 80-86.

Collier, V. P. & Thomas, W. P. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice, 2*(1), 1-20.

Colomer, S. E., & Harklau, L. (2009). Spanish teachers as impromptu translators and liaisons in new Latino communities. *Foreign Language Annals*, *42*(4), 658-672.

Costa, A. L. & Garmston R. J. (2002). *Cognitive coaching: A foundation for renaissance Schools* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Cuban, L. (1993). Explaining how they taught: An exploratory analysis, in *How teachers taught: Constancy and change in American classrooms 1880-1990* (2nd ed., pp. 48-69). NY, New York: Teachers College Press.

Darling-Hammond, L., Hammerness, K., Grossman, P., Rust, F., & Shulman, L. (2005). The design of teacher education programs. In L. Darling-Hammond & J. Bransford, (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do,* (pp. 390-441). San Francisco: Jossey-Bass.

Da Silva, C. D., Huguley, J. P., Kakli, Z. & Rao, R. (2007). *The opportunity gap: Achievement and inequality in education.* Cambridge: Harvard Educational Review.

Deboer, G. E. (2002). Student-centered teaching in a standards-based world: Finding a sensible balance. *Science and Education, 11(4), 405-417.*

Delgado Bernal, D. (2002). Critical Race Theory, Latino Critical Theory, and Critical Raced-Gendered epistemologies: Recognizing students of color as holders and creators of knowledge. *Qualitative Inquiry, 8*(1), 105-126.

de Jong, E. J. (2011). *Foundations for multilingualism in education: From principles to practice*. Philadelphia: Caslon Publishing.

De Mejía, A. & Hélot, C. (2015). Teacher education support. In W.E. Wright, S. Boun & O. García (Eds.), *The handbook of bilingual and multicultural education* (pp.271-281). Malden, MA: John Wiley & Sons, Inc.

Denzin, N. K. & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed., pp. 1-32). Thousand Oaks, CA: Sage.

Dewey, J. (1938). *Experience and education.* New York, NY: Simon & Schuster.

Dilworth, M. E., & Brown, C. E. (2001). Consider the difference: Teaching and learning in culturally rich schools. *Handbook of research on teaching*, *4*, 643-667.

Dilworth, M. E. & Coleman, M. J. (2014). Time for a change: Diversity in teaching revisited. A background paper. Retrieved from the National Education Association website: https://www.nea.org/assets/docs/Time_for_a_Change_Diversity_in_Teaching_Revisited_(web).pdf

Edelsky, C., Smith, K. & Wolfe, P. (2002). A discourse on academic discourse. *Linguistics and Education, 13*(1), 1-38.

Ek, L. D. (2008). Language and literacy in the Pentecostal church and the public high school: A case study of a Mexican ESL student. *The High School Journal,* Dec 2008/Jan 2009, 1-13.

Ek, L. D., Sánchez, P. & Quijada Cerecer, P. D. (2013). Linguistic violence, insecurity, and work: Language ideologies of Latina/o bilingual teacher candidates in Texas. *International Multilingual Research Journal, 7*(3), 197-219.

Elenes, C. A., & Delgado Bernal, D. (2010). Latina/o education and the reciprocal relationship between theory and practice: Four theories informed by the experiential knowledge of marginalized communities. In E.G. Murillo, Jr., S.

Villenas, R. Trinidad Galván, J. Sánchez Muñoz, C. Martínez & M. Machado Casas (Eds.), *Handbook of Latinos and education: Theory, research, and practice* (pp.63-89). New York: Routledge.

Emmer, E. T. & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist, 36*(2), 103-112.

Erickson, F. (2006). Definition and analysis of data from videotape: Some research procedures and their rationales. In J. L. Green, G. Camilli & P. B. Elmore (Eds.), *Handbook of complementary methods in education research* (pp.177-192). Mahwah, NJ: Lawrence Erlbaum & Associates.

Erickson, F. (2004). *Talk and social theory.* Cambridge, UK: Polity Press.

Escamilla, K. & Hopewell, S. (2010). Transitions to biliteracy: Creating positive academic trajectories for emerging bilinguals in the United States. In John E. Petrovic (Ed.), *International perspectives on bilingual education: Policy, practice, and controversy* (pp.65-90). United States: Information Age Publishing.

Faltis, C. & Valdés, G. (in press). Preparing teachers to teach in and advocate for linguistically diverse classrooms: A vade mecum for teacher educators. In D. Gitomer & C. Bell (Eds.). *The handbook of research on teaching (5th ed.*). Washington, DC: SAGE and American Educational Research Association.

Fitts, S. (2006). Reconstructing the status quo: Linguistic interaction in a dual-language school. *Bilingual Research Journal, 29*(2), 337-364.

Flores, A. (2007). Examining disparities in mathematics education: Achievement gap or opportunity gap? *The High School Journal, 91*(1), 29-42.

Foorman, B. R. & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research and Practice, 16*(4), 203-212.

Foucault, M. (1982). The subject and power. *Critical Inquiry, 8*(4), 777-795.

Freeman, D. E., & Freeman, Y. S. (2001). *Between worlds: Access to second language acquisition* (2nd ed.). Portsmouth, NH: Heinemann.

Freire, P. (1970). *Pedagogy of the oppressed.* New York: Continuum.

Fuchs, L. S., Fuchs, D. & Karns, K. (2001). Enhancing kindergartners' mathematical development: Effects of peer-assisted learning strategies. *The Elementary School Journal, 101*(5), 495-510.

Galguera, T. (2011). Participant structures as professional learning tasks and the development of pedagogical language knowledge among preservice teachers. *Teacher Education Quarterly, 38*(1), 85-106.

Gándara, P. (1995). *Over the ivy walls: The educational mobility of low-income Chicanos*. Albany, NY: SUNY Press.

García, O. (2009a). Emergent bilinguals and TESOL: What's in a name? *TESOL Quarterly, 43*(2), 322-326.

García, O. (2009b). *Bilingual education in the 21st century: A global perspective.* Malden, MA: Wiley-Blackwell.

García, O., Bartlett, L. & Kleifgen, J. (2007). From biliteracy to pluraliteracies. In P.

Auer & L. Wei (Eds.), *Handbook of applied linguistics and multilingual communication* (pp. 207-228). Berlin: Mouton de Gruyter.

García, G. E., Pearson, P. D., Taylor, B. M. (2011). Socio-constructivist and political views on teachers' implementation of two types of reading comprehension approaches in low-income schools. *Theory into Practice, 50*(2), 149-156.

García, O. & Sylvan, C. E. (2011). Pedagogies and practices in multilingual classrooms: Singularities and pluralities. *The Modern Language Journal, 95*(3), 385-400.

García, O. & Velasco, P. (2012). Insufficient language education policy: Intercultural bilingual education in Chiapas. *Diaspora, Indigenous, and Minority Education, 6*, 1-18.

Garcia Hernandez, C. C. (2009). La migra in the mirror: Immigration enforcement and racial profiling on the Texas border. *Notre Dame Journal of Law, Ethics & Public Policy*, *23*(1), 167-196.

Gay, G. (2010). Acting on beliefs in teacher education for cultural diversity. *Journal of Teacher Education, 61*(1-2), 143-152.

Gess-Newsome, J. (2002). The use and impact of explicit instruction about the nature of science and science inquiry in an elementary science methods course. *Science & Education, 11*(1), 55-67.

Gibson, M. A. & Hidalgo, N. D. (2009). Bridges to success in high school for migrant youth. *Teachers College Record, 111*(3), 683-711.

Gillies, R. M. (2004). The effects of cooperative learning on junior high school students during small group learning. *Learning and Instruction, 14*(2), 197-213.

Gilligan, C. (1982). Images of relationship. *In a different voice: Psychological theory and women's development* (pp.24-39). Cambridge, MA: Harvard University Press.

Glesne, C. (2011). *Becoming qualitative researchers: An introduction* (4th ed.). Boston: Pearson.

Goldenberg, C. (2008). Teaching English language learners: What the research does-and does not-say. *American Educator, 32*(2), 8-44.

Golding, C. (2009). The many faces of constructivist discussion. *Educational Philosophy and Theory, 43*(5), 467-483.

Gómez, L., Freeman, D. & Freeman, Y. (2005). Dual-language education: A promising 50-50 model. *Bilingual Research Journal, 29*(1), 145-164.

Gonzales, R. G. (2010). On the wrong side of the tracks: Understanding the effects of school structure and social capital in the educational pursuits of undocumented immigrant students. *Peabody Journal of Education, 85*(4), 469-485.

González, N., Moll, L. C., & Amanti, C. (2005). Introduction: Theorizing practices. In N. González, L. C. Moll & C. Amanti (Eds.), *Funds of Knowledge: Theorizing practices in households, communities, and classrooms* (pp.1-28). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Gutiérrez, K. D. (2008). Developing a sociocritical literacy in the third space. *Reading Research Quarterly, 43*(2), 148-164.

Gutiérrez, K. D., Morales, P. Z., & Martínez, D. C. (2009). Re-mediating literacy: Culture, difference, and learning for students from nondominant communities. *Review of Research in Education*, *33*, 212-245.

Hammerness, K., Darling-Hammond, L., Bransford, J., Berliner, D., Cochran-Smith, M., McDonald, M. & Zeichner, K. (2005). How teachers learn and develop. In L. Darling-Hammond and J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp.358-389). San Francisco: Jossey-Bass.

Harklau, L. (2009). Heritage language speakers' experience in new Latino diaspora Spanish classrooms. *Critical Inquiry in Language Studies*, *6*(4), 211-242.

Harklau, L. (1994). ESL versus mainstream classes: Contrasting L2 learning environments. *TESOL Quarterly, 28*(2), 241-272.

Hayes, R. (2005). Conversation, negotiation, and the word is deed: Linguistic interaction in a dual language program. *Linguistics and Education, 16*(1), 93-112.

Hirsh, S. (2005). Professional development and closing the achievement gap. *Theory into Practice*, *44*(1), 38-44.

Hollins, E. R. & Guzman, M. T. (2005). Research on preparing teachers for diverse populations. In M. Cochran-Smith & K.M. Zeichner (Eds.), *Studying teacher education: The report of the AERA panel* (pp.477-548). Mahwah, NJ: Taylor and Francis.

Holstein, J. A. & Gubrium, J. F. (2003). Introduction. In J. A. Holstein & J. F. Gubrium (Eds.), *Inside interviewing: New lenses, new concerns* (pp.3-30). Thousand Oaks, CA: Sage Publications.

Hopewell, S. (2011). Leveraging bilingualism to accelerate English reading comprehension. *International Journal of Bilingual Education and Bilingualism,*

14(5), 603-620.

Hornberger, N. H. (2003). Continua of biliteracy. In N. H. Hornberger (Ed.), *Continua of biliteracy: An ecological framework for educational policy, research, and practice in multilingual settings* (pp.3-34). Tonawanda, NY: Multilingual Matters.

Hornberger, N. H., & Johnson, D. C. (2007). Slicing the onion ethnographically: Layers and spaces in multilingual language education policy and practice. *TESOL Quarterly*, *41*(3), 509-532.

Howard, T. C. & Aleman, G. R. (2008). Teacher capacity for diverse learners: What do teachers need to know? In M. Cochran-Smith, S. Feiman-Nemser & D. J. McIntyre (Eds.), *Handbook of research on teacher education* (pp.158-174). New York: Routledge.

Hughes-McDonnell, F. (2009). "I wonder how this little seed can have so much potential": Critical exploration supports preservice teachers' development as science researchers and teachers. *The New Educator, 5*(1), 205-228.

Ishitani, T. T. (2006). Studying attrition and degree completion behavior among first-generation college students in the United States. *Journal of Higher Education*, 861-885.

Kalogrides, D. (2009). Generational Status and Academic Achiev Ement among Latino High School Students: Evaluating the Segmented Assimilation Theory. *Sociological Perspectives*, *52*(2), 159-183.

Kanno, Y. & Varghese, M. M. (2010). Immigrant and refugee ESL students' challenges to accessing four-year college education: From language policy to educational

policy. *Journal of Language, Identity, and Education*, *9*(5), 310-328.

Kim, E. (2009). Navigating college life: The role of peer networks in first-year college adaptation experience of minority immigrant students. *Journal of the First-Year Experience and Students in Transition, 21*(2), 9-34.

Kyoma, J. P. & Bartlett, L. (2011). Bilingual education policy as political spectacle: Educating Latino immigrant youth in New York City. *International Journal of Bilingual Education and Bilingualism, 14*(2), 171-185.

LaBoskey, V. K. & Richert, A. E. (2002). Identifying good student teaching placements: A programmatic perspective. *Teacher Education Quarterly, 29*(2), 7-34.

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children* (2nd ed.). San Francisco, CA: Jossey-Bass.

Lee, C. D. (2008). The centrality of culture to the scientific study of learning and development: How an ecological framework in education research facilitates civic responsibility. 2008 Wallace Foundation Distinguished Lecture. *Educational Researcher*, *37*(5), 267-279.

Leonardo, Z. (2009). *Race, whiteness, and education.* New York, Routledge.

LePage, P., Darling-Hammond, L., Akar, H., Gutierrez, C., Jenkins-Gunn, E. & Rosebrock, K. (2005). Classroom management. In L. Darling-Hammond and J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp.327-357). San Francisco: Jossey-Bass.

Lippi-Green, R. (2012). *English with an accent: Language, ideology and discrimination in the United States*, (2nd ed.). New York, NY: Routledge.

Lipsitz, G. (2006). Immigrant labor and identity politics, in *The possessive investment in whiteness: How white people profit from identity politics,* (pp. 48-69). Philadelphia: Temple University Press.

Literacy Resources, Inc. (2013). Retrieved from http://www.literacyresourcesinc.com/about-the-curriculum/

Long, M.C., Saenz, V. & Tienda, M. (2010). Policy transparency and college enrollment: Did the Texas top ten percent law broaden access to the public flagships? *The Annals of the American Academy, 627*(1), 82-105.

López, F., McEneaney, E. & Nieswandt, M. (2015). Language instruction educational programs and academic achievement of Latino English learners: Considerations for states with changing demographics. *American Journal of Education, 121*(3), 417-450.

Lortie, D. C. (1975). *Schoolteacher: A sociological study.* Chicago: University of Chicago Press.

Lucas, T. & Grinberg, J. (2008). Responding to the linguistic reality of mainstream classrooms. In M. Cochran-Smith, S. Feiman-Nemser & D. J. McIntyre (Eds.), *Handbook of research on teacher education* (pp.606-636). New York: Routledge.

Maloch, B. (2002). Scaffolding student talk: One teacher's role in literature discussion groups. *Reading Research Quarterly, 37*(1), 94-112.

Martin-Beltrán, M. (2010). The two-way language bridge: Co-constructing bilingual language learning opportunities. *The Modern Language Journal, 94*(2), 254-277.

Martínez, R. A. (2013). Reading the world in Spanglish: Hybrid language practices and

ideological contestation in a sixth-grade English language arts classroom. *Linguistics and Education*, *24*(3), 276-288.

Martínez, R. A. (2010). "Spanglish" as literacy tool: Toward an understanding of the potential role of Spanish-English code-switching in the development of academic literacy. *Research in the Teaching of English*, 45(2), 124-149.

McCarty, T. L., Zepeda, O., & Romero, M. E. (2006). Reclaiming the gift: Indigenous youth counter-narratives on Native language loss and revitalization. *The American Indian Quarterly*, *30*(1), 28-48.

McCombs, B. (2003). A framework for the redesign of K-12 education in the context of current educational reform. *Theory into Practice, 42*, (2), 93-101.

Menchaca, M. (1993). Chicano Indianism: A historical account of racial repression in the United States. *American Ethnologist, 20*(3), 583-603.

Mercado, C. I. & Brochin-Ceballos, C. (2011). Growing quality teachers: Community-oriented preparation. In B. Busto Flores, R. H. Sheets & E. R. Clark (Eds.), *Teacher preparation for bilingual student populations: Educar para transformar* (pp.217-229). New York, NY: Routledge.

Merriam, S. B. (2002). Assessing and evaluating qualitative research. In S. B. Merriam and Associates (Eds.), *Qualitative research in practice: Examples for discussion and practice* (pp. 18-33). San Francisco: Jossey-Bass.

Moll, L. C., Amanti, C., Neff, D. & González, N. (2005). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. In N. González, L.C. Moll & C. Amanti (Eds.), *Funds of knowledge: Theorizing*

practices in households, communities, and classrooms (pp.71-88). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Moll, L. C., & Ruiz, R. (2005). *Latino education: An agenda for community action research*. Mahwah, NJ: Lawrence Erlbaum Associates.

Montessori, M. (1964). *The Montessori Method.* New York: Schocken Books, Inc.

Montoya, M. E. (2013). Máscaras y trenzas: Reflexiones un proyecto de identidad y análisis a través de veinte años. *Harvard Journal of Law & Gender*, *36*, 469.

Murillo, L. A., & Smith, P. H. (2011). "I will never forget that": Lasting effects of language discrimination on language-minority children in Colombia and on the US-Mexico border. *Childhood Education*, *87*(3), 147-153.

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Reston, VA: Author.

Nieto, S. (2010). *Language, culture, and teaching: Critical perspectives*. New York: Routledge

Niu, S. X. & Tienda, M. (2010). The impact of the Texas top ten percent law on college enrollment: A regression discontinuity approach. *Journal of Policy Analysis and Management*, *29*(1), 84-110.

Noddings, N. (1992). Caring. In *The challenge to care in schools: An alternative approach to education* (pp.15-27). New York: Teachers College Press.

Noddings, N. (1984). *A feminine approach to ethics and moral education.* Berkeley: University of California Press.

Núñez, A. M. & Oliva, M. (2009). Organizational collaboration to promote college

access: A P-20 framework. *Journal of Hispanic Higher Education*, *8*(4), 322-339.

Nussbaum, E. M. (2003). Appropriate appropriation: Functionality of student arguments and support requests during small-group classroom discussions. *Journal of Literacy Research, 34*(4), 501-544.

Ochs, E. (1999). Transcription as theory. In A. Jaworski and N. Coupland (Eds.), *The discourse reader* (2nd ed. pp.166-178). New York: Routledge.

O'Connor, M. C. & Michaels, S. (1996). Shifting participant frameworks: Orchestrating thinking practices in group discussion. In D. Hicks (Ed.), *Discourse, Learning, and Schooling,* (pp. 63-103). New York, NY: Cambridge University Press.

Orellana, M. F. (2001). The work kids do: Mexican and Central American immigrant children's contributions to households and schools in California. *Harvard Educational Review, 71*(3), 366-389.

Orellana, M. F., Reynolds, J., Dorner, L. & Meza, M. (2003). In other words: Translating or "para-phrasing" as a family literacy practice in immigrant households. *Reading Research Quarterly, 38*(1), 12-34.

Ovando, C. J., Combs, M. C. & Collier, V. P. (2006). Teaching. In *Bilingual & ESL classrooms: Teaching in multicultural contexts,* (4th ed., pp. 87-120). New York, NY: McGraw Hill.

Palmer, D. & Martínez, R.A. (2013). Teacher agency in bilingual spaces: A fresh look at preparing teachers to educate Latina/o bilingual children. *Review of Research in Education, 37*(1), 269-297.

Palmer, D. K. & Snodgrass-Rangel, V. (2011). High stakes accountability and policy

implementation: Teacher decision making in bilingual classrooms in Texas. *Educational Policy, 25*(4), 614-647.

Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Pew Research Center. (2013, July 1 updated edition). *Between two worlds: How young Latinos come of age in America.* Retrieved from http://www.pewhispanic.org/2009/12/11/between-two-worlds-how-young-latinos-come-of-age-in-america/

Piaget, J. (1962). *Play, dreams, and imitation.* New York: Norton.

Portes, A. & Rumbaut, R. G. (2001). Mainstream ideologies and the long-term prospects of immigrant communities, in *Legacies: The story of the immigrant second generation,* (pp. 269-287). New York, NY: Russell Sage Foundation.

Prieto, L. (2009). Conciencia con compromiso: Maestra perspectives on teaching in bilingual education classrooms (Doctoral dissertation). Retrieved from University of Texas digital repository.

Ramírez, J. D., Yuen, S. D., Ramey, D. R., & Pasta, D. J. (1991). *Final report: Longitudinal study of structured English immersion strategy, early-exit and late-exit transitional bilingual education programs for language minority children* (Vols.1 and II). San Mateo, CA: Aguirre International.

Reupert, A., & Woodcock, S. (2010). Success and near misses: Preservice teachers' use, confidence and success in various classroom management strategies. *Teaching and Teacher Education*, *26*(6), 1261-1268.

Ricento, T. K., & Hornberger, N. H. (1996). Unpeeling the onion: Language planning and policy and the ELT professional. *Tesol Quarterly*, 401-427.

Sanford, K., & Hopper, T. (2000). Mentoring, not monitoring: Mediating a whole-school model in supervising preservice teachers. *Alberta Journal of Educational Research*, *46*(2), 149.

San Miguel, G., Jr. & Valencia, R. R. (1998). From the treaty of Guadalupe Hidalgo to Hopwood: The educational plight and struggle of Mexican Americans in the Southwest. *Harvard Educational Review, 68*(3), 353-406.

Santibañez, L. & Zárate, M. E. (2014). Bilinguals in the U.S. and college enrollment. In R. M. Callahan and P. C. Gándara (Eds.), *The bilingual advantage: Language, literacy and the U.S. labor market* (pp. 211-233). Tonawanda, NY: Multilingual Matters.

Santoro, W. A. (1999). Conventional politics take center stage: The Latino struggle against English-only laws. *Social Forces, 77*(3), 887-909.

Sarmiento-Arribalzaga, M. A. & Murillo, L. A. (2010). Preservice bilingual teachers and their invisible scars: Implications for preparation programs. *SRATE Journal, 19*(1), 61-69.

Shulman, L. (1987). Communities of learners and communities of teachers. In D. Berliner & B. V. Rosenshine (Eds.), *Talks to teachers: A festschrift for N.L. Gage* (pp. 485-500). New York: Random House.

Slavin, R. E. (1980). Cooperative learning. *Review of Educational Research, 50*(2), 315-342.

Sleeter, C. E., & Bernal, D. D. (2004). Critical pedagogy, critical race theory, and antiracist education: Implications for multicultural education. *Handbook of research on multicultural education*, *2*, 240-258.

Smith, P. H., & Murillo, L. A. (2013). Repositioning biliteracy as capital for learning: lessons from teacher preparation at the US–Mexico border. *International Journal of Qualitative Studies in Education*, *26*(3), 301-323.

Smith, P.H. & Murillo, L.A. (2015). Biliteracy and human capital in Texas border colonias. In P. Smith and A. Kumi-Yeboah (Eds.), *Handbook of research on cross-cultural approaches to language and literacy development* (pp.29-56). Hershey, PA: Information Science Reference.

Smith, K. A., Sheppard, S. D., Johnson, D. W. & Johnson, R. T. (2005). Pedagogies of engagement: Classroom-based practices. *Journal of Engineering Education, 94*(1), 87-101.

Solórzano, D. G. & Delgado Bernal, D. (2001). Examining transformational resistance through a Critical Race and Latcrit Theory framework: Chicana and Chicano students in an urban context. *Urban Education, 36*(3), 308-342.

Solórzano, D. G., & Ornelas, A. (2004). A critical race analysis of Latina/o and African American advanced placement enrollment in public high schools. *The High School Journal*, *87*(3), 15-26.

Solórzano, D. G., Villalpando, O., & Oseguera, L. (2005). Educational inequities and Latina/o undergraduate students in the United States: A critical race analysis of their educational progress. *Journal of Hispanic Higher Education*, *4*(3), 272-294.

Solórzano, R. W., & Solórzano, D. G. (1999). Beginning teacher standards: Impact on second-language learners and implications for teacher preparation. *Teacher Education Quarterly, 26*(3), 37-70

Soltero-González, L. & Reyes, I. (2012). Literacy practices and language use among Latino emergent bilingual children in preschool contexts. In E. B. Bauer and M. Gort (Eds.), *Early biliteracy development: Exploring young learners' use of their linguistic resources* (pp.34-54). New York: Routledge.

Stake, R. E. (2006). *Multiple case study analysis*. New York: Guilford Press.

Stenhouse, V. L., & Jarrett, O. S. (2012). In the service of learning and activism: Service learning, critical pedagogy, and the problem solution project. *Teacher Education Quarterly, 39*(1), 51-76.

Suárez-Orozco, C., Suárez-Orozco, M. M. & Todorova, I. (2008). *Learning a new land: Immigrant students in American society.* Cambridge: The Belknap Press of Harvard University Press.

Tabak, I. & Baumgartner, E. (2004). The teacher as partner: Exploring participant structures, symmetry, and identity work in scaffolding. *Cognition and Instruction, 22*(4), 393-429.

Téllez, K. (1999). Mexican-American preservice teachers and the intransigency of the elementary school curriculum. *Teaching and Teacher Education, 15*(1), 555-570.

Umansky, I. M. & Reardon, S. F. (2014). Reclassification patterns among Latino English learner students in bilingual, dual immersion, and English immersion classrooms. *American Educational Research Journal, 51*(5), 879-912.

U.S. Census Bureau (2013). *State and country quick facts: USA.* Retrieved October 12, 2014, from http://quickfacts.census.gov/qfd/states/00000.html

U.S. Department of Education, National Center for Education Statistics. (2006). Dropout Rates in the United States: 2002 and 2003 (NCES 2006-062). Washington, DC: U.S. Government Printing Office.

Valdes, F. (1996). Latina / o Ethnicities, Critical Race Theory, and Post-Identity Politics in Postmodern Legal Culture: From Practices to Possibilites. *La Raza Law Journal*, *9*, 1.

Valdés, G. (2000). *Learning and not learning English: Latino students in American schools.* New York: Teachers College Press.

Valenzuela, A. (2014). Be aware that students of color experience and need healing from soul wounds resulting from internalized oppression. In Mica Pollock (Ed.), *Everyday antiracism.*

Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring.* Albany, NY: State University of New York Press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Wall, D. (2013). Bilingual preservice teachers' choice of participant structures. Unpublished pilot study. University of Texas at Austin.

Ware, F. (2006). Warm demander pedagogy culturally responsive teaching that supports a culture of achievement for African American students. *Urban Education*, *41*(4), 27-456.

Watkins, M. (2015, May 8). Legislators likely to end top ten percent scholarships. *The Texas Tribune*. Retrieved from http://www.texastribune.org/

Unpublished pilot study. University of Texas at Austin.

Wells, G. (2000). Modes of meaning in a science activity. *Linguistics and Education, 10*(3), 307-334.

Wells, G. & Mejia Arauz, R. (2009). Dialogue in the classroom. *Journal of the Learning Sciences, 15*(3), 379-42.

Yosso, T. (2002). Toward a critical race curriculum. *Equity & Excellence in Education, 35*(2), 93-107.

Zeichner, K. M. (2005). A research agenda for teacher education. In K. M. Zeichner & M. Cochran-Smith (Eds.), *Studying teacher education: The report of the AERA Panel,* (pp.737-757). Hoboken: Routledge.

Zeichner, K. M. & Liston, D. P. (1996). *Reflective teaching: An introduction.* New York: Routledge.

Zeichner, K. M. & Liston, D. P. (1987). Teaching student teachers to reflect. *Harvard Educational Review, 57*(1), 23-48.

Zentella, A. C. (1997). The hows and whys of "Spanglish." In *Growing up bilingual: Puerto Rican children in New York* (pp.80-114). Oxford, UK: Blackwell Publishers.